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EDITORIAL

Moral and Religious Education

MORAL and Religious Education in schools is, in recent years, receiving a greater attention from the public and the educationist, as it should naturally be. The large amount of indiscipline in schools and colleges which is being witnessed these days has been traced largely to the defects in the educational system prevailing in the country. The very frequent changes that are being made in the syllabi and the curricula of studies, the defective policy of recruitment of the teaching personnel who are not able to infuse full confidence in their pupils, the want of close personal relationship between the teachers and the taught, the excessive importance given to the success at the public examinations, the enormity of the unemployment problem among the educated classes, the frequent interference of politicians and non-educationists in the internal affairs of educational administration and educational planning,—all these have contributed their share in making our schools and colleges considerably defect from normal academic work and from enforcing strictly the rules in force. For the proper functioning of public schools, a certain atmosphere is not only necessary but also very essential. This atmosphere has to be created by the joint efforts of the Headmaster, Assistant Masters, and the pupils themselves. The principle, that pupil-participation in the internal management of the school or the college is a desirable feature, has to be recognised and worked in a spirit of confidence and co-operation. Emphasis has to be laid on good conduct and fine behaviour at every stage of the pupil's living all through the years at school. Personal examples of teachers go a very long way in shaping young boys and girls towards the acquisition of right conduct

and exemplary behaviour. The age-level of the pupils is, further, very receptive for the immediate acceptance of the right codes of conduct observed in their teachers and well-wishers. It will also be a matter of advantage in teaching institutions to have the assistance of a cabinet of an elected body of school children of approved character, merit, and conduct to help the management in the maintenance and also control of the discipline of their students. Discipline can never be divorced from the other school activities or out of the school amenities provided for the pupils. Discipline is such an all-pervasive quality that it is observable and easily enforceable in every one of the activities organised at school. Discipline, like character, has to be caught rather than taught. It is a slow process through which the individual gets himself transformed into a disciplined individual. The present definition of a disciplined person is almost synonymous with that of a refined gentleman. Morality is a comprehensive term which goes to make a person a true gentleman and a disciplined soul. Moral education has within its ambit all those qualities that are to be included within a student's educational programme so that he might emerge out of the school as a finished man with all the attributes of a true gentleman.

Moral Education without a religious background is like a boat sailing without a rudder. All moral education has its sanctions from the religion professed. It is a fundamental fact that all religions stand on the firm foundation of the same basic tenets. We are not thinking of religious dogmas and fanaticism. There cannot be any animosities between religion and religion. Religion, as much as is necessary, to assist in the build-

ing of true individuals and in shaping the true conduct of a nation, will be of immense value in planning the educational programme of a country. The school is an excellent place and the impressive young age is an excellent opportunity to speak and impress on the universality of religions and to bring about an emotional integration among the pupils of different religions, creeds and faiths. All religions are of equal importance and greatness and they are the instruments of faith and hope. The presence of the Almighty who presides over all human destiny has to be felt.

That religion has a stronghold on the people has to be accepted as a fact. So the most effective educational step is the inculcation of the moral and spiritual values in the minds of the people from the very beginnings of their lives. The Sri Prakasa Committee on Religious and Moral Instruction appointed by the Central Government sometime back to study the entire question and submit a report have stated as follows—"If we lose these values, we shall be a nation without a soul and our attempts to imitate the outer forms of other lands, without understanding their inner meaning or psychologically attuning ourselves to them, would only result in chaos and confusion, the first signs of which are already very distinctly visible on the horizon".

The very diversity of religions in India is one of the most important features giving an advantage if every educated Indian were to know and understand the guiding principles and the spiritual values of the religions other than his own. An objective, comparative and sympathetic study of the important religions of India is, therefore, advocated. It has been rightly pointed out that planning in education should not omit to recognise the value and force of religion in shaping human conduct.

The recommendations of the Committee may be summarised thus :—(1) There shall be the practice of starting the day's work in schools and colleges with a few minutes of silent meditation as suggested by the

Radhakrishnan Commission. (2) Suitable books shall be prepared for all classes from the Primary to the University level, describing briefly and sympathetically the basic ideas of all religions and the essence of the lives and the teachings of all the great religious leaders, saints, mystics and philosophers. (3) Emphasis may be laid on the promotion of reverence and courtesy through traditional ways of learning and good conduct. (4) There shall be compulsory Physical Training in schools.

The Committee also hold that the constitutional provisions under Articles 28 and 30 dealing with Religious Education are not offended by the type of instruction recommended above. Neither are the religious susceptibilities of any particular religious group touched at any stage. The type of education shall be confined to a study of the universality of religious codes of right conduct and accepted behaviour.

It is very significant that the State of Mysore had a unique Seminar recently in Bangalore on Moral and Religious Education at the State level. Top educationists and experts in the field were invited as delegates to take part in the Seminar. The proceedings of the Seminar as well as their recommendations will be published in the coming issue of the Journal. They will throw ample light on the trends of thought prevailing in the country to-day. Rich experience has been pooled and great care has been bestowed on the subject before the recommendations have been formulated. It is now up to the Department to implement these recommendations immediately, at least in stages, so that before long, firm foundations will have been laid for a type of training in schools which goes a long way in making the future citizens of the country. No time need be lost in this regard as many of the suggestions can be straight-away introduced with the existing machinery and the staff in schools without any further financial commitments on the part of the Department. We wish the Department all success in this regard.

EDUCATION—ITS VIRTUES

EDUCATION is a companion which no misfortune can depress—no crime destroy—no enemy alienate—no despotism enslave. At home, a friend ; abroad, an introduction ;

in solitude a solace and in Society, an ornament. Without it, what is man ?—a splendid slave, a reasoning savage.—*Varle*.

STUDENTS AND THEIR ATTITUDES, APTITUDES AND ACTIVITIES IN U.S.S.R., U.S.A. AND U.K.

(A Comparative Study)

BY SHRI S. K. DE, M.A., B.T.

Certo-in-Psychology (Dublin)

Principal, Surendranath College, Calcutta

"The educational system has contributions to make to crime prevention. For one thing it keeps the youngsters out of mischief while they are in school."—*Encyclopædia Britannica*, Article on Psychology.

MANY in our country may have a general curiosity to know how students of Europe and America spend their time in school and outside school, what games, sports and activities (curricular and extra-curricular) they are interested in, and what facilities they get to give expression to their ideas and feelings. Are they disciplined and law-abiding, do they regularly attend libraries and museums? Various such questions peep in the mind of the people here. We shall try to satisfy the curiosity of the general people here. Let us begin with Soviet Russia first.

U.S.S.R.

In general the interests of Russian students are considerably wider and deeper than those of Western students. Active curiosity, an enquiring spirit, a yearning for broad and deep knowledge, a fascination with questions of philosophy, history and literature—these have always been characteristic of Russian youth. Soviet young people have always received, as it were, a dual education: one in school and in the class-room, the other in the libraries, museums and theatres and in study at home. Among Russians the term 'self-education' has a particularly broad and deeper meaning.¹ Libraries and museums are specially developed by the Soviet Government and each constituent Republic has its national library and its regional museum. Mass libraries are found in most rural communities, and at present, there are 148,000 mass libraries with a total of 591,000,000 volumes. In Russia and the Ukraine there were big libraries even before the Revolution of 1917. For the preservation and development of national cultures of all the nationalities, millions of volumes in all languages of the Union have been collected in these libraries.

Tidiness may be said to be a special characteristic of the Russian students. Even poor students always try to be tidy and well-dressed, and look respectable. Many students, of course, cannot wear what they want, still they take great care to hide their shabby clothes and undarned socks and always try to present, wherever possible, an elegant appearance. Such is their love for tidiness.

Studious habit is another characteristic of the Soviet students. Generally they do not and cannot buy many books a year. Rarely they buy more than ten books; but that does not mean that they have no love for books or learning. What they cannot or do not buy is supplemented from libraries, reading-rooms, clubs, etc., which are always well-stocked with books necessary for students.

Men and women students are still lodged (for want of sufficient accommodation) in the same dormitory, but not on same floor. They are placed on different floors or in separate wings of the same building, but students of both sexes use the same reading-room, recreation-room and dining-hall.

The relations between men and women students are always friendly but never vulgar. Intimacies in the dormitory (where men and women students live) are practically impossible, and are considered out of place. But many men and women students are drawn together in more or less serious friendships—often with someone outside their own dormitory. Such friendships are usually kept within limits of decency. A few students marry while they are still at the university, but in most cases this is during the final year. Students in dormitories can receive visitors with permission. Those that are generally allowed are the relatives or students from different institutions.

With regard to relations between men and women students, this may be safely said that the general atmosphere of a Soviet Univer-

1. See *The Soviet School*, by Valdimir D. Samarin.

sity is more romantic and sentimental and less sophisticatedly erotic than in many Western countries. Soviet women, especially students, are in general innocent of artificial refinements of 'sex appeal' cultivated by their sisters of Western Europe and America. They are more naive, less experienced, and, of course, much more limited in their choice of clothings (though they are always very neat and clean), cosmetics, etc. This does not mean again that they do not try to make themselves attractive; but their æsthetic and amorous ideals are rather more primitive, closer to the ideal of natural red-cheeked beauty than to refined and delicate eroticism.

It should be remembered that in the Soviet Union the female form is never displayed as it is in the West, in newspaper advertisements, motion pictures or the plastic art. Girl students are to wear close-necked blouse or sweater. The relations between the sexes are always above any suspicion, and certain forms of Western dance steps are not allowed.

STUDENT ACTIVITIES

Soviet students spend their time according to their own choice or ideal. Some do nothing but study, others keep themselves occupied with social and organisational work of various kinds, and there are some who work part-time. But about the students in general this may be said that they find time—except during the mid-year and final examination periods—to devote to recreations and relaxations. Volley-ball, basketball, billiards and chess are very popular to students. In addition, there are a number of purely voluntary student groups, organised for the study and practice of drama, music, dancing, etc.²

The contemptuous attitude toward culture and education which had characterised the 1920s was replaced during the 1930s by another extreme—a virtual worship of education and science.

In 1940, President Kalinin said,—“If it were within my power, I would make you all read literature (belles letters, works on art, science and technology) for at least five hours a day, and thus turn you into literate and cultured people.”³

All students take part in creative leisure activity. Dancing is very popular with

students. Annual university ball is a special feature of the universities. Alpine clubs and touring clubs are also very popular. Ski-ing parties are arranged in winter. The cocoa parties of English women's colleges have their counterpart, with tea substituted for cocoa. Drinking among students is absolutely unknown. Amateur music, drama and sports are the diversities of the students. They are entitled to certain privileges also. They can travel at reduced fares. Membership for any club is free to them. Tickets to the theatres at reduced prices or wholly free are also among the privileges of the students. They have responsibilities too. Students' Council for the University and Students' Committees for Departments both assume considerable responsibility for discipline which, in the main, is concerned with work, attendance at lectures and seminars, and only secondly with behaviour. Escapades among students is never heard. There is insistence on civilised conduct, both as regards personal appearance and consideration for others. They are sober, considerate and courteous. Common courtesies of life are observed within the educational institutions and within the classrooms between students and between students and teachers. From all these one need not conclude that Soviet students are a solemn piggish body; on the contrary they are gay and lively as others. A number of students, as has already been said, may be already married and some may have small children. It is, however, becoming more and more an accepted thing to put off marriage until the end of the student life. Soviet students attend lectures delivered by prominent scientists, take part in research that is conducted extensively by all higher schools, and do practical work on the job during their period of study. These factors contribute to producing well-trained specialists.

Other diversities of the Soviet students may be summarised as follows: Every Soviet institution of higher education has its own brass band; many also have symphony orchestras and dance orchestras. Every year students prepare joint programmes with soloists, glee clubs, dance groups, dramatic productions of the scenes from the plays of Chekhov, Gogol or Moliere. Such programmes are generally presented during the “Revolutionary holiday”.

Soviet students some weeks before the revolutionary holidays become very much active to observe the holiday in a befitting

2. See *The Student Life in a Soviet University*, by H. G. Friese.

3. *Ibid*

manner. They learn the roles that they are to play in the drama, collect subscriptions, buy new clothes and are in a festive mood. When the holidays arrive, the whole population takes to the street. In the evening there is a special dance in the university. There is outdoor dancing and singing, orchestras play at every corner. In the feasts

the Soviet Government. The spirit of Marxism and Leninism, Soviet Morality, Soviet patriotism, praise of Soviet life and society, glorification of socialism are taught through the medium of motion-pictures.

During vacation periods the trade-union committees furnish free rest-home passes to students. Students with best academic records and most intensive social activity are sent to lush resorts in the Caucasus or the Crimea. The Sports Committee arrange excursions, trips and even mountain-climbing expeditions at the institute's expenses for student groups. Outstanding athletes are provided with whatever they need free of charges. Such privileges increase student participation in sports.

POLITICAL LIFE

The political life of the Soviet universities is carried on in campaigns. The organisations which participate in these campaigns—Komsomol, Osoaviakhim (Society for the Furthering of Defence and Aviation and Chemical Construction), MOPR (International Aid Organisation for Revolutionary Fighters), Red Cross and Red Crescent, and the League of the Militant Godless—are all under the direction of the "Party Organisation". Soviet students follow world events closely and form their own opinions of everything that happens, though they may not express such opinions to anyone.

Soviet students are encouraged in the exercise of individual initiative and are afforded opportunities to develop their creative abilities in science, technology, art, and social life. In comparison with the lower standard of living (when compared with America) of the Soviet population, that of students in Soviet institutions of higher education may be said to be quite good. They are assured of a place to live, and get regular scholarships, free tuition and free medical care. Various avenues of culture are open to them at reduced price or even free, as has already been said. At any time up to the end of their full university course they can find work, commensurate with their abilities and training. Graduates have an assured position in their professional technical specialities at salaries which are enviable to the people of Western countries.

DISCIPLINE

Discipline among students is very strictly observed. Students are required to attend all courses in the curriculum whether they

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trade-union committees would organise a "Culture drive," the whole opera house or concert hall would be reserved exclusively for students; and tickets would be priced as low as possible.

All of the major university cities—Moscow, Leningrad, Kiev, Odessa, Kharkov, etc., have large opera houses, theatres, symphony orchestras and summer theatres, and numerous motion picture houses.

Lenin regarded the motion-picture as the "most important of the arts" and Stalin called it the "greatest medium of mass agitation," and this has been fully utilised by

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Soviet students are very studious, as has already been said. Whenever they read any interesting book they would tell others about it, and will have criticism about the book among themselves and the book will pass from hand to hand. Students' interest is wide. They do not keep themselves confined to the study of Russian art and literature only; many are fond of continental masterpieces in translations. Of such authors as Alexander Dumas, Guy de Maupassant, Conan Doyle, Mark Twain, Jules Verne, Goethe, Schiller, Heine, Cervantes, Hugo, Zola, etc. They also read such Soviet authors as Alexsei Tolstoy, Ostrovski, Gorky, Fadeyev, Sholokhov, Simonov, Puskin, Lermontov, Gogol, Chekhov, Turgenev, Leo Tolstoy, Dostoyevski. They think deeply of the problems raised in these works, specially those about the "idle classes of society" which give a fillip to them to support the new regime. They strongly believe that science would ultimately solve all the complicated problems and ills of life.

Soviet students are encouraged and given the opportunity to attend theatres, opera, symphony concerts, art galleries and motion pictures as often as they wish as the authorities think that there are enough materials of knowledge to gather from these (about which we shall have more to say in subsequent paras). From time to time the local trade-union committees would organise a "Culture drive," the whole opera house or concert hall would be reserved exclusively for students; and tickets would be priced as low as possible.

All of the major university cities—Moscow, Leningrad, Kiev, Odessa, Kharkov, etc., have large opera houses, theatres, symphony orchestras and summer theatres, and numerous motion picture houses.

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GUIDANCE : A NEW EXPERIMENT IN EDUCATION

By SHRI V. BHASKARACHARYULU, M.A.

State Bureau of Educational and Vocational Guidance, Andhra Pradesh

DURING this century there has been a great growth in men's consciousness of the importance of education and its relation to life as a whole. Education to-day is not mere assimilation of facts; it embraces the whole tenor of man's development—physical, mental, emotional, social and spiritual, so that he may realise all his innate powers and possibilities that may be of value to himself and to the community at large. The modern concept of an educated man is not just a learned man, but a man of a poised and balanced personality, useful to the society. This idea has completely altered the attitude of modern educators towards the child, whatever his age.

Prof. James S. Ross remarks that an education that fails to produce a man capable of earning his own living and pulling his weight as an active member of the society can hardly be called liberal. A man who is dependent on the efforts of others without making an equivalent contribution of his own is not free; he begins to be free only when he is economically independent.

The secret of good education consists in enabling the individual to realise his talents and aptitudes and the manner in which and the extent to which he can best develop them so as to achieve proper social adjustment and seek right types of employment. Thus the brilliant pupil who fails to develop his interests, the problem-child who becomes a source of grave concern to the teachers, the intelligent child who lags behind in studies in spite of his talents—all need guidance in adjusting themselves to the school and their life.

Modern educators believe that natural inclinations and interests must always be an important factor in the choice of a vocation. Their ideal is to avoid the attempt to fit square pegs into round holes. A well-chosen vocation spells not only efficiency but also happiness. No one doubts that medical men and teachers, for example, should have the talents, inclinations and interests that are the basis of success in their work. It is equally true that life for a mechanic will be more congenial if his job is one for which he is naturally fit. This, however, pre-supposes a knowledge of one's interests, inclinations,

degree of intelligence, and special abilities. Psychologists like Professor Spearman have convincingly demonstrated the existence of special abilities such as manual and motor dexterity, ability to calculate, power of memorising, power of retention, linguistic ability, musical ability and mathematical ability, and devised suitable tests to determine the extent to which an individual possesses them.

The frequent changes witnessed to-day in the system of education would entail corresponding changes in other directions. Particularly, with the introduction of diversified courses at the Secondary stage, the need for assisting the pupils in the choice of their courses has become imminent. It would be further advantageous to guide the pupils in adjusting to the curricular and extra-curricular requirements of his educational programme. Thus there is the case for educational guidance in schools.

To-day there is a lot of unemployment in the country; but there is also great dearth of certain types of workers. Through our Five-Year Plans, we are aiming at developing our country and bring about all-round progress in industry, business and social life. These efforts to progress bring in their wake a variety of occupations. The need for the proper choice of a career has become important in the changing economic and social set-up of the country in view of the highly multi-directional character of the world of work. It is sometimes thought that college education is the right royal road to success. Trade and commerce, fine arts, etc., attracted only those who drifted from the high way into the by-ways that generally proved blind alleys for want of opportunities. We very often come across vocational misfits who are not satisfied either with their job or with the society but lead a miserable life cursing themselves and the society. Their personal unhappiness resulting from a haphazard and over-ambitious choice of a vocation can be avoided through an effective vocational guidance programme both in and out of the school.

Personal guidance of one kind or the other is necessary for the individual's social and emotional adjustment. Many of the adjust-

ment problems arise from disturbing factors in personal life. An effective counselling service at the school will be of great benefit to solve behaviour problems, particularly the hydra-headed problem of student indiscipline in educational institutions.

Guidance is the difficult art of helping boys and girls to plan their future wisely in the light of a full knowledge of their personal assets and liabilities, and also the world of work. It is not the work of a few pseudo-professional psychologists who can grade and sort pupils, but a social service rendered by all those who are interested in the welfare of the pupils with the wise counsel of a specialist in Guidance work. It covers the pupil's educational, vocational, as well as personal problems and should be provided at all stages of education.

In the progressive countries like America, the subject of guidance has gained great importance in recent years. Government as well as private agencies have been established with a view to enable every individual to make the best use of his intellectual and physical resources—to find employment opportunities suited to his inclinations, abilities and skills and to solve personal problems.

In London, the National Institute of Industrial Psychology undertakes to provide educational and vocational guidance on the basis of scientific tests of intelligence as well as counselling interviews. Its technique has inspired various institutions in England to take up the noble work of guidance. In India too, Guidance Bureaux have come into being both at the centre as well as in the states, as a result of the recommendations of the Secondary Education Commission. These

Bureaux have to train guidance personnel for the schools, prepare the necessary test material for use in the school programme of guidance, and function as the main source of inspiration for guidance personnel trained by them.

The introduction of guidance services in schools assures our children vocational guidance on the basis of tests, supplemented by interviews and reports from parents. This solves to a large extent the problem of what to do with our boys and girls and guards them against the unhappiness and ineffectiveness consequent on their following ill-chosen vocations. Perhaps it would be ideal to have expert psychological advice available in all cases. The State Bureaux of guidance cater to this need. In the field of guidance, personal qualities count more than high academic degrees.

It is not necessary that a good guidance worker should have a specialised knowledge of counselling or Psychological Testing, even though that would be of advantage to him. A good guidance worker must have an understanding of young people and their problems, based on a scientific knowledge but inspired with sympathy and the ability to look at life through the eyes of boys and girls.

Guidance is no mechanical process. Its success largely depends on the hearty co-operation of parents, teachers and all those interested in the well-being of our future citizens. If tried with tact and sympathy, Guidance may, in course of time, develop into a valuable method of talent and contribute to national economy and efficiency in the process of building up a socialistic pattern of society.

—Courtesy : Educational India.

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SCIENCE AS THE CO-OPERATIVE ELEMENT IN HUMAN SOCIETY

BY SIR WILFRID LE GROS CLARK

President of the British Association for the Advancement of Science

SCIENCE presents many faces to the world : it offers the individual intense intellectual satisfaction ; it has produced a vast body of knowledge which is one of mankind's greatest achievements ; it is capable, in its applications, of transforming the world we live in and of improving the well-being of us all. But the face of science may bear other, more sombre masks : intellectual absorption may result in indifference to work going on in related fields of study ; the knowledge we have may not be used effectively as a result of a failure to communicate it and to understand its possible applications ; the immense power for good may, through lack of understanding become, tragically, the source of many ills.

GOVERNED BY MACHINE

It is for the encouragement of the best use of science that the British Association for the Advancement of Science, which in 1961 held its great annual meeting in Norwich, Norfolk, England, from August 30 to September 6, has devoted itself for more than 125 years. For we live in a scientific world, a world in which the touch of a switch, the ring of a telephone, the press of a button, or the use of a machine governs our lives.

We all use scientific inventions and are largely dependent on them. Yet if some disaster left us more or less on our own, few of us could reproduce the knowledge necessary to ensure the continuance as "a going concern" of the life we know. We are, then, mostly non-specialists living in a world of innumerable specialities.

It used to be said that the work of the annual meeting was an intellectual feast which the Association spent, the rest of the year sleeping off. If this were ever true it is certainly not true today. For, a few years ago, the Association launched a major programme of new activities which goes on all the year round and is aimed at conveying to a very wide audience some sense of the excitement of scientific discovery and of the significance of scientific research. The organisation of these activities has taken two forms ; the creation of a central lecture service and the establishment of Area Committees all over the country which arrange

their own scientific programmes. In the last year alone lectures and films have been presented to audiences totalling something like 140,000 people, including many young people in schools.

TRAVELLING UNIVERSITY

The annual meeting remains, however, one of the major activities of the Association, for it is most important in these days of increasing specialisation, with its accompanying flood of scientific books, reports and papers, to enable scientific specialists to meet one another—and laymen with an interest in science to meet scientists—"face to face".

You can think, if you like, of the Association in its annual meeting as a travelling university with a short term of one week : in its curriculum there is something for everybody. At Norwich, the scientific programme, which was arranged by 15 sections representing all the main branches of science, will include reports on many fundamental aspects of current research—with papers on theories of the nucleus, new particles, unconventional methods of energy conversion, dating Man's emergence, the living cell, brain function, and population studies ; the applications of science were reviewed in a series of contributions on world communications, the design of radio-telescope, language for computers, food processing and health, the revolution in agriculture, the impact of automation, the economic use of brains ; the spotlight turned abroad also with addresses on education in Uganda, African jurisprudence, technical change in overseas lands, and education in emergent countries. Some 300 papers in all were read but the list is too long to give more than these few examples.

CO-OPERATIVE ACTIVITY

Certain things, in brief, are essential to an understanding of science today : first, the knowledge that it is a continuing activity, and, second, that it is a co-operative activity. A scientist learns from all those who have gone before him and adds his knowledge to what they have already produced : what he himself learns can only be fully used if it is known and shared by his colleagues. I was

(Continued on page 178)

SECONDARY EDUCATION IN U.S.A.

BY SHRI SHAMSUDDIN, M.A., B.T., M.ED.

Raipur (M.P.)

THE Secondary School Education in the United States of America consists of six years of schooling by the students. It includes training of Junior as well as Senior High School. Before entering High School one has to complete six years of Elementary School Education. Most of the youths of America are compulsorily trained up to High School or Secondary Grade. The state of Massachusetts took the lead and started Public High School. Later 'Public High School Law' came in force and a number of schools were started throughout the State. These schools were opened by the people for the benefit of the people and they served as a great stimulus for the speedy increase in the enrolment in schools. In fact the demand continued till a number of privately managed high schools came into existence. The position still remains unchanged in so far as demands on secondary education are concerned and Government is faced with a problem to be solved without much delay.

In the United States education is managed and controlled by States with an occasional assistance from the Federal Government where and whenever necessary. Besides there are educational institutions solely managed by private bodies. Thus Secondary Education is mainly a local affair controlled by local authorities. Out of every dollar spent on education 3½ cents are paid by Federal Government, 38 cents by State Government and the rest is paid by the local school district from the local taxes collected from each individual. This has given rise to some of the special features of secondary education of the U.S.A. First of all people there realize their sense of duty and responsibility with regard to the education of their children. Every parent happily and willingly contributes money in the form of taxes for education. Then he also remains alert and careful to watch whether his child is getting proper education or not. He has full right to choose a particular line of training for his child.

The system of local control has resulted in one more important characteristic of the secondary education, i.e., it is framed according to the needs of the local conditions and situations. In fact, every secondary school has its own curriculum, system of organisation

and administration as per needs of the students of that particular school. Changing needs of the society find their due place in the flexible pattern of the system of secondary education. Again the tuition being free for all, there is no distinction of class and wealth. Every child in the U.S.A. has a right to get education up to the elementary and secondary stages. Compulsory attendance for all children under specified age limit is required in response to the laws framed by the States. Another important characteristic of secondary education in the U.S.A. is that a large majority of students enter secondary schools and complete their education after getting diplomas. Thus the aim of secondary education is to provide sound general training to the future citizens of America. It does not specialize students for particular vocations or prepare them for college education, though of course, many of the students go for specialized study or university education after completing their secondary education. The purpose is just to lay a good foundation for the future preparation of life.

In the U.S.A. there are few specialized High Schools. A typical high school is open for all boys and girls of a particular age and from all social and economic backgrounds. To meet the variety of needs of a large majority of pupils, as many as three hundred courses have been instituted in American secondary schools. They include academic, general, commercial, industrial, house-hold arts, crafts and so on. Besides basic courses in language, Mathematics, Social Science and Physical Training, which every one has to offer, there is a wide range of subjects which the students select after proper guidance by school teachers and parents from the point of view of their future career. It is interesting to note that in some places these courses include problems of Government, automobile motors, cooking, public speaking, craft and manual skills. Thus thousands of students passing from high schools either prepare themselves for further studies at the college level or embark upon any one of the thousands of careers open for them in the United States of America.

The daily routine of the secondary school is divided into seven periods of forty minutes

each. Every subject is taught by specialized teachers and students are required to move from room to room in different periods. At the end of study periods, there is one period for extra activities. During evening hours some of the students, who are specially good at particular games, are given practice on school grounds; while some others after the close of school hours, run down to do part-time jobs for meeting their expenses of education. Among the extra-curricular work, the activities of 'Student-Council'—a body of students elected by themselves for carrying out student activities, deserve special attention. The representatives to the Student Council are generally elected twice a year from their classes. The number depends on the strength of students of the school. These elected persons on their turn elect their Office-bearers. This Council enjoys much authority in so far as the discipline and other important affairs of the student-body are concerned. The Council at times raises funds and distributes them among students. It also assists and helps the school authorities in the execution of their plans and projects carried out both in school as well as in society outside. Besides the organisation, administration, and control of the students, the Council offers valuable experiences and real training to the students in the democratic working of Government.

The Student Council also takes out annually the year-book of the school by which real literary experience is provided to the students. In addition to articles and essays, this book includes the outstanding events of the year, photographs of the graduating class,

school teams, class sessions and reports of work done in community projects. Besides this annual number the school paper is published at short intervals. It contains news articles about school and its day-to-day important events in the field of sports, social service and other achievements. Apart from these, the extra-curricular-activities of the school also include band and orchestra, debating club, stamp and coin collection club, etc. All these are run by students themselves. The teachers come only where their help and advice are called for by the students.

Most of the High School buildings of U.S.A. are well-built and well-equipped. The school building includes a dining room, library hall, a gymnasium, an auditorium in addition to a number of class and subject rooms. Some of the bigger schools have their indoor swimming pool and playing fields. In modern times a number of audio-visual aids are utilized in schools to make education more effective and useful. An expert teacher through Television can benefit larger population of students at a time.

To estimate the value of secondary education in U.S.A. the proper way is to examine its ultimate goal. In the words of American teachers, "An educated person is an integrated personality, with skills and knowledge in readiness for intelligent action, with an understanding of his own powers as related to the needs of the times and with good habits of health and character". With this goal in view the secondary schools of U.S.A. are successful in developing the individual's talents and preparing him for modern life.

(Continued from page 176)

tempted, therefore, to choose for the title of my presidential address at Norwich "The Humanity of Man", for I want to develop the theme that the scientific attitude may be regarded as the culminating expression of the co-operative element in the human form of society—a mark of man's humanity which offers much hope for the world.

It has been said that one of the most useful functions of the British Association is that

it makes visible not only the leaves and branches of the scientific tree of knowledge, but also some of its roots. The task that the Association is trying to fulfil is to make it clear that the scientific revolution is only beginning. But what of the larger scene? My belief—if I may sum it up in a few words—is that "the touch of science can, if it is permitted to do so, make the whole world kin".

THE PATCH METHOD IN TEACHING HISTORY

BY SHRI KAMALENDU CHAKRABERTY

THE traditional approach to the teaching of history has been to present the story of mankind in a chronological manner from the earliest times to the present day. This makes it necessary for the large amount of historical material that is daily accumulating to be compressed and summarised to such an extent that it is exposed to the danger of losing all meaning and becoming dull and dreary to children. The patch method is primarily directed to meet this difficulty under this method certain periods of history limited in time and unrelated are selected and subjected to a concentrated study from as many angles as possible. These include politics, religion, industries and trade, art and literature, sports and pastimes. The selection of the period for study is generally determined by the consideration of their significance, their appropriateness to the stage of the pupils' maturity and their suitability for research by students.

In order to describe the working of a patch, the life of Akbar, the Great Mogul, may be taken as an example. The first task is to draw up a list of topics to be studied by the class. Here pupils need help from the teacher as there are difficulties for their unfamiliarity with the task they are about to handle. The total number of topics depends on whether the work is to be carried out individually or in groups. Supposing the group approach is preferred, Akbar's life can be divided into major fields of study such as (i) The work of Bairam Khan; (ii) The difficulties of Akbar at the beginning of his reign; (iii) various battles of Akbar with a map to show the extent of his empire; (iv) The religion of Akbar; (v) Akbar's treatment of the Hindus; (vi) Akbar's system of government. In compiling a patch of this kind much will necessarily depend on the number of pupils, their age, ability and the amount of sources available. Sources consist mainly of books and pictures and an adequate collection of these is a prerequisite to the success of a patch. Anyway, the seven fields of study mentioned above are, then, explained and fully discussed after which pupils are asked to state their preference and to form themselves into seven groups. Inside the group the work is allocated either according to the topics or to

the duties (e.g., one becoming the artist and so on). It is advisable that leaders are selected to coordinate the works and report back to the teacher. The task of each group is to (i) investigate its field of study; (ii) write about it; (iii) illustrate it; (iv) display it in some way. Soon it will be evident that students, particularly young ones need plenty of help and guidance as they get down to work. This applies both to searching for information and to assembling and sorting it out. So it may be necessary to give them references of the most useful books to be consulted and the notes which are taken will have to be corrected before they are finally written. While the patch is in progress the source material is best kept in the classroom. But the patch is not finished when each group has reached its investigation in the form of short articles, illustrated with pictures, maps and all assembled into a group book. For the members of each group as yet know nothing about the work of the others, and they do not have that comprehensive view of the subject which is the ultimate object of the patch. This may be achieved by either of the two ways: by exhibiting the group books and passing them round the class or by having a display of posters and models besides the books. Events and customs of a particular period can be illustrated in dramatic form by the acting of a scene, by a dance, etc. The little man's lecture system prevalent at Oxford University is a relevant illustration. So a most effective way is to ask representatives of each group to give short lectures to the class by turns. If possible more than one of the above suggestions should be combined. The time spent on this particular patch of Akbar's reign could vary considerably. It might take something like six weeks which would permit four weeks for investigation and two weeks for presentation. Two modifications of this method are possible. One is for the teacher to go very rapidly over the ground beforehand. This has the advantage that pupils have less difficulty in choosing their topics and more confidence in handling them and that the complete picture of the topic emerges more clearly at the end. The other is for the teacher to reserve certain topics for himself. This enables him to deal

with these topics which are too difficult or too abstract for a practical project of this type. It also reduces the time taken over a patch.

The patch method affords the imaginative experience of entering into the spirit of another age and of feeling at home in it; the age is brought to life in detail without which to children at any rate history remains so much dead matter. It may also lead to a more objective understanding of the past ages just because they are suited for their own sake irrespective of their bearing on present-day institutions and values. Again, the patch method is based on the pupil's own interests. It ensures not only that all members of the class are active all the time but that all contribute to a co-operative effort, an achievement which is their own.

Lastly a rare opportunity, though not necessarily, is provided of co-relating history with other school subjects. However this method is not without certain drawbacks. A patch takes up a good deal of time which means that there are many periods of history with which pupils will never come into contact. This lack of continuity, this disruption in political and military history, the failure to link cause and effect are weaknesses that cannot be glossed over. In spite of all this, the patch method has come to stay in many schools of the West where social history has come into its own and where the pressure of examination is not compressively felt. And what is surer is that the new approach has played a large part in the growing popularity of history in recent times.—*Courtesy, "The Teachers' Journal", Calcutta.*

Students and their Attitudes, Aptitude and Activities in U.S.S.R., U.S.A. and U.K.

(Continued from page 173)

like them or not. Attendance is taken every period (by a monitor elected by the Student Body), and is checked by the dean's office. Tardiness or late attendance is not connived at. When a student is late for the first time, he gets off with a rebuke, the second time with a "severe rebuke". When he commits the same offence for the third time he is expelled. This kind of strict discipline is enforced equally to lazy students as well as teachers.

All students, whatever their special field of concentration, are required to attend courses in 'principles of Marxism,' dialectical materialism, historical materialism, History of Communist Party, Political Economy, etc.

The quality of students in the Soviet Universities is high. They are admitted only

after strict examinations, and if they fail they are drafted by the army.

The ideals and aspirations of the young Soviet students may be known from the following investigation, carried on by "Komsomolskaya Pravda," a paper for the young communists in March 1961 by means of a questionnaire to its readers. The result was as interesting as illuminating. To the question as to whether the Soviet youth is satisfied with their generation, most of the answers have been in the affirmative. The Soviet youth have a penchant for learning, a willingness to work, a faith in future, a desire for place and also a romanticism which goads them on to dare the impossible. As to the question of what their aim in life is most of the answers contain the wish to become either a doctor or a specialist in some other line.

(To be Continued)

TRAITS OF GOOD TEACHERS

WHAT characteristics of personality and behaviour make a good teacher? Commonsense would suggest that a superior teacher should be intelligent and imaginative, well informed, emotionally stable, and fond of teaching. After six years of research involving over 6,000 teachers in all parts of the country, David G. Ryans, President-Elect of the American Educational Research Association, comes to the same conclusion in characteristics of teachers.

A typical "good" teacher would be relatively young (under 55) and would have made a good or outstanding record in college. She would be generous in appraising the motives of other people, emotionally stable, and relatively permissive in the class-room. As a child she would have enjoyed reading to other children, playing school, and going to school. As an adult, she would be interested in such avocations as painting, music, gardening, or chess.

CARE OF BOOKS

BY SHRI D. KRISHNAYYA, C.L.S.

Jai Hind Tutorials, Anantapur

BOOKS need even greater care than children, for children cry vehemently while carelessly handled books cannot cry though they are the messengers of life. Particularly we need great care of books as we are not able to buy the "Library Editions" of books costly as they generally are and poor as we are. Ordinarily speaking, in almost all libraries we have the ordinary editions of books and we need very great care in preserving the thoughts contained in them in tact for which a good deal of literary taste is absolutely essential. I should think that a little thought is to be bestowed on this aspect of education from the elementary stage down to the University level to gain good results.

Recently while in the company of readers in a Public Library I found the utter carelessness of a few of the readers, and so I am obliged to write this.

Books are pushed aside as carelessly as pillows and are handled even while reading with no touch of grace. While one bumper volume is used as an elbow pillow—another is read with the careless ease. Sometimes some big volumes are lifted up by the ends of covers and also as reluctantly as children lift up pups by their ears to examine their teeth and discover whether they are dull or clever. Even great books of reference are not properly cared for. Some books are defaced, pictures cut with blades and books on art hopelessly handled. Books are sacred and they contain the life-blood of their masters and so they need particular care at our hands. By handling them carefully, besides enhancing the longevity of the books, we help in the dispersal of thought. In this age of democracy, every reader should be a responsible citizen and feeling a sense of ownership of our great Free India should discharge his or her duty cheerfully and respectfully.

As Indians, to point out the sanctity of books, we have the Saraswathi Puja which shows in the Oriental way how sacred books are and how very careful we ought to be in respect of them. In fact every library is otherwise known as Saraswathi Nilayam and every day is a day of the worship of the Goddess of Learning. With reverential care we ought to open a book and use it as carefully as though there is the book stand to protect its back and sides. Pages should never be marked or pinched and they should be as neat and clean as on the date of purchase. After reading, books should be closed carefully and not with a thud by which the leaves of the books are damaged beyond measure. To mark the place of reading, book marks may be used instead of folding the ends of pages. In all stages of education particular attention must be focussed on this aspect and instruction duly given.

While readers are to be careful about books, it is also the duty of the librarians to give the books often sunshine and air in addition to the tender care. Occasional display of books in sunshine gives them the good cheer and the necessary tone-up. Books must be protected from moths, bugs, white-ants and other insects which undermine the life of a book. Section by section all the books in a library should have the necessary check up occasionally to enhance the longevity of the contents of a library. In the spirit of service, the librarian should serve both the readers and books. Occasional book exhibitions may be arranged and students invited to participate in the function by which the care of books is easily inculcated into them. In schools and colleges, librarians should arrange book-exhibitions so that the students might understand the right care of books. This aspect of education is as important as the Five-Year Plan or the Free Compulsory Education, if not more.

Economic Competence

It is no exaggeration to say that the development of economic understanding is essential for survival. The economic competence of our total citizenry is central to the effective performance of both private enterprise and Government. Yet, there is

overwhelming evidence that millions of Americans have only a hazy conception of the workings of the economic system under which they live and work, and on which they rely for the protection of their future and of their cherished value.—I. Comeron Thompson.

THEY ARE WHAT THEY READ

By REV. G. S. MITHRA, M.Sc., Ed., Syracuse, N.Y.

A FEW months ago, I was chatting with a friend of mine on a railway platform. Before a few minutes of the train's arrival, we both saw a group of students dragging a mate of theirs to put him on the train. The mate in question would smile, laugh, sing, whistle and enact a sword fight. All others would laugh at his superb action. On enquiry, it was disclosed to us that the young student-actor had lost the balance of mind, by reading too many cheap "Kadambaries". Instead of going to the examination hall, the student was being deported to his Home.

Quite recently a friend of mine invited me for his son's birthday tea party. I have had no occasion to meet this friend of mine until the party as he was always out of town on his business. He had come to celebrate the birthday of his son, with the family members. I went a little early just to chat. My friend was very happy to see me early. We talked and laughed for a while. Then, my friend took me around his new house, showing me proudly every room. His good wife, who had supervised the building work during the absence of her husband, followed us. After some time, we entered a room of the son whose sixteenth birthday was being celebrated. The room was well decorated and was neatly arranged. But the pillow on his cot was unusually high. The father beat the pillow to bring it to the normal level, but failed. He removed the pillow, Lo and behold, a neatly arranged pillow size platform of cheap edition of Kadambaries!!

Cheap-books, film magazines and film hand-books are being sold like hot cakes.

Just take a walk along the roadside in the evenings and you will meet cheap literature lovers!!!

Physiologically a person is what he eats or consumes. In a similar way, psychologically, he is to a great extent what he assimilates in reading material. Moreover, as persons repeat a process, it becomes a natural part of their psychological and behaviouristic make-up. The habit-patterns are established. Some young people say that occasional reading of questionable literature does not have any detrimental effect upon them. I am of the opinion that soon the occasional practice becomes a necessity, developing into a sort of auto-hypnosis.

This repeated influence of unwholesome literature can have disastrous effect upon youth, for it tends to weaken our moral and spiritual defences, deteriorates ego-strength and stimulates the reader to sinful behaviour.

Perhaps the dictators solved the problem of the unwanted literature that would change the minds of the youth. Hence, they were at least able to keep the youth conditioned in the sole purpose of their government.

While the modern nations are fighting to conquer the Space and condition the youth in the knowledge of science; what do we want our youth to achieve? If parents, teachers and parliamentary leaders fail to guide our youth in their reading habits perhaps this beloved country of ours has to find space after space for mental patients!!

They are indeed what they read. Therefore, we have to play our part just NOW. We have to evaluate our children's interests and desires and, if necessary, revise their reading habits.

General Body Meeting of the M.S.E.F. Co-operative Bank

THE General Body Meeting of the M.S.E.F. Co-operative Bank was held on 24-9-1961 under the Presidentship of Sri. D. Visweswaraiya. The following gentlemen form the Board of Directorate for the year 1961-62.

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10. Sri. N. S. Divakariah.
11. Sri. N. S. Nanjunda Sastry.
12. Sri. N. Shama Rao.

EDUCATIONAL NOTES

National Integration through Education

A Seven-Point suggestion for developing and furthering National Integration has been made by the Estimates Committee of the Mysore Legislative Assembly in its Report on Education placed before the Assembly recently.

The suggestions which are on the lines of the decisions taken at the National Integration Conference in New Delhi recently, among other things, include an oath of loyalty to be taken by every Secondary School student, text-books with a national bias, and encouragement to Hindi learning.

Another suggestion provides for instruction in the mother-tongue in the primary stage to linguistic minorities.

The Estimates Committee has also suggested that English should be continued as a compulsory language in schools and colleges even after Hindi replaces English as the teaching medium in schools and colleges.

The suggestions are :

1. Every student at the time of admission to the Secondary School should be asked to take an oath to affirm his faith in the universal principle of civilised society and to abstain from resorting to any form of physical violence.

2. Text-books for all classes should be written so as to have a bias on national rather than State or regional level. Such text-books as are of recognised national character should be translated into all languages. The Government of India be requested to take steps to evolve a scheme for encouraging authors to bring out such books.

3. Steps should be taken to develop Hindi as the national language and people in Southern States should be encouraged to learn Hindi by creating special incentives. Till such time people acquire a working knowledge in that language, English should be continued as the official language and Hindi should be prescribed as a secondary language in Secondary Schools. As the existing facilities for learning Hindi are inadequate, the State Government with the assistance of the Government of India should open training institutions in each district within the State.

4. Since even after Hindi replaces English, there is need for the people to learn an international language, especially for acquir-

ing knowledge in science, technology, etc., English should be continued as a compulsory language in schools and colleges.

5. In the case of linguistic minorities, instruction in their mother-tongue should be provided at the primary stage.

6. The Government should prescribe on a phased basis a national uniform for all students.

7. All schools in India should begin the day's work with community singing and the National Anthem.

Stress on Study of Humanities

HIS Highness Sri Jayachamaraja Wadiyar, Governor of Mysore, laying the foundation-stone of the Rs. 9-lakh block of buildings for Humanities at the Manasagangothri, new Mysore University post-graduate centre, said, "Literature, philosophy, music and the arts have to be activated in such a way that they are not allowed to be overwhelmed by the study of science and technology. I would even go to the extent of saying that science and technology can only be looked upon from this point of view as means to an end, as instrumental values and not intrinsic values, that is, ends in themselves.

Down the ages the humanities had cherished the intrinsic values of civilisation, that is, values that cannot be measured so far as their importance is concerned in terms of material wealth and prosperity. They are the things that add grace to life without which life is going to be a sordid business, not that this element is absent in the study of science and technology.

"Science as an eternal quest of man in understanding the intricacies of the physical universe, of which he is a part, cherishes the spirit of truth. The truth of things as they are *Yatharatha jnana* of the material universe which surrounds us. But the way in which this knowledge is being utilised has laid it open to doubt whether man is yet capable of linking this with what his spirit needs, something without which human life will be doomed to destruction or at least a futility which cannot but bring insufferable boredom of life within it. It is this truth that is expressed by the Upanishads by the saying "*Na Vitthena Tarpaniyo Manushyah*" which means that man can never find abiding satisfaction in the world's material goods.

"May our studies in the humanities not be merely unthinking and unreflecting study of words or sounds. Let them become the fountain springs of the renaissance of spiritual values in us."

"As a great social contemporary philosopher, Pitrim Sorokin, says, it is necessary to look forward to a humanistic renaissance as the only way out of the *cul-de-sac* to which we are being led in the modern world. Gandhiji spoke of seven social sins corrupting the modern world. They are politics without principles, wealth without work, pleasure without conscience, knowledge without character, commerce without morality, science without humanity and worship without sacrifice. The only corrective to these social sins consists in the spiritual regeneration of man."

Children's Day 1961

DURING the last few years, India has been observing the Children's Day on the 14th November, which is also the birthday of our beloved Prime Minister. The purpose of the Children's Day is to focus public attention on the needs of children. It is observed annually to remind all of us of our responsibility towards children of our country and of the world.

The theme of the Children's Day 1961 as intimated by the International Union for Child Welfare is as under:—

"Social services for children, especially adequate preventive work, safeguard the community from delinquency and mal-adjustment."

The theme emphasises the preventive aspect of child welfare. The Indian Council for Child Welfare has been focussing attention of the Government and voluntary agencies on the need of providing preventive services for children on an integrated basis. To avoid expenditure on solution of various problems like destitution, illiteracy, juvenile delinquency, physical and mental handicap, etc., it is necessary to provide services in the fields of health, nutrition, education, recreation and welfare. If we want to preserve the human capital, it is necessary that the child of today should be provided with social services.

Now that this concept of child welfare has been accepted and financial allocation for child welfare made, we have to demonstrate

to the community and to the Government how best our limited resources can be utilised for providing preventive services. The provision of Rs. 3 crores made in the Third Plan for this purpose will be insignificant, if it is not supplemented by the efforts of the community both in terms of finances and manpower resources.

We have, therefore, to focus the attention of social workers and the Government on the needs of the normal child indicating to them various methods which can, with advantage, be employed for meeting these needs. The Children's Day is being used for this purpose. The celebration this year was, therefore, arranged with this end in view.

Slogans and themes should not be the ends but means to achieve the total well-being of the child. How best this total well-being can be achieved, will depend upon our determination, understanding and methods we use in meeting the needs of the child.

Protecting Liberty

PROFESSOR John Kenneth Galbraith, American Ambassador in India, delivering the Convocation Address of the Mysore University recently, stressed that, in the modern world, certain compromises became inevitable as principles were translated into practice because one could not conform to one principle without violating another. He cited as principles in the intercourse between nations (1) the necessity for self-determination rule, (2) the exclusion of force, and (3) Democratic process—the Rule of Law and the Defence of Liberty. Certain inconsistencies were visible in the application of the above. Self-determination may not be the opportunity for democratic process but the cloak for disposition. To defend non-interference and the avoidance of force can be to be-friend tyrants. A hands-off policy can provoke the most frequent and justified of criticism from genuine democrats. In a responsible foreign policy the two problems of reconciliation may be stated (1) Never to intrude where one was not wanted, but yet to be on hand when one was wanted and needed, (2) to assume responsibility without arrogating responsibility. In conclusion he stated that the task of protecting liberty and promoting orderly development and well-being was one that must engage the thoughts and energies of one and all.

MYSORE UNIVERSITY HONOURS SHRI D. V. GUNDAPPA

AT the Convocation of the University of Mysore on 25-11-1961, Shri D. V. Gundappa was the recipient of the title "Doctor of Literature". To us members of the teaching profession and of the Mysore State Education Federation it is a matter of great pride as Shri D. V. Gundappa has always had the well-being of the teacher and the cause of education nearest to his heart and has endeavoured to work for their progress. For several years as the Vice-President of the Mysore State Education Federation he did yeoman service to stabilise the affairs of the Federation. On behalf of all the teachers and their Associations we offer our humble tribute to him and wish him a long life of prosperity and usefulness. May he receive more honours in the days to come. His reply to the Convocation on receiving his D.Litt. from the University of Mysore, reproduced here, gives an insight into the man, who has been honoured. He said,

"The University has, if I may speak of it, adopted a vagrant into the family today. This to me is an act of charity as much as of faith. As I think of all it means, I should be less than normal if I did not feel humble in spirit as well as grateful at heart. I pray it may be given me never to do anything not in keeping with so high an honour.

My main occupation for over fifty years has been journalism; and journalism is, in my understanding, as distinct from literature as road-gravel is from a mountain or a puddle from a lake. The journalist handles things in their passing phases,—fragmentary and momentary. Literature concerns itself with things of universal significance—entire and unaging. Hence my diffidence in receiving what belongs to literature. I take it that the University intends to encourage a desirable aspiration in a struggler.

I pray my instance may not come to be taken as a precedent for any case of insufficiency of correspondence between the label on the bottle and the contents within. I think

the principle of strict and scrupulous agreement between hallmark and quality has, from the beginning, been a cardinal point of this University's policy. All honour to it.

It was given to me, for some fifteen years, to be associated with the administration of this University,—as a member of its Senate, as one of its Executive Council, as a member of various academic bodies and committees. It is a privilege I cannot recall without some salutary emotion. It enriched my life with much experience of the good in fellow-men. Above all, it brought me opportunities to realize how patriotic and far-visioned a ruling Maharaja could be. It gave me experience of ability and high-mindedness in places of power, as in the great First Vice-Chancellor. It put me in contact with some of the finest scholars of our country who illustrated the ideal of—

"VIDYA DHARMENA SHOBHATE"

"ವಿದ್ಯಾ ಧರ್ಮೇಣ ಶೋಭತೇ"

Of such revered names crowding into memory, I shall today recall only four: Prof. M. Hiriyanna, Prof. B. M. Srikantia, Prof. N. S. Subba Rao, and Prof. T. S. Venkannaiya. Their concern in the University was, first to last, the promotion of the study of their subjects. Salary was secondary. They would have pursued their favourite studies even if their lot had been in the Revenue or the Excise Department of Government. A sense of mission marked them. I cannot express my gratitude to the University better than by praying that it may be blessed with a continuity of such teachers whose devotion to their work is inborn and un-careerist. May the University of Mysore and its teachers and its students be enabled to bear a worthy part in the revival of the reign of *Dharma* in the world,—*Dharma* as applied to the entire field of life.

"Yatho Dharmah tatho Jayah"

"ಯತೋ ಧರ್ಮಃ ತತೋ ಜಯಃ"

Academic Freedom

"Academic freedom"..... is not freedom in propaganda for "causes", parties or sects. A teacher should respect this as a self-limitation. The School authorities and the public should feel a corresponding obli-

gation to protect the teacher against interference in teaching a subject or subjects in which he is competent.—*Citizens' Advisory Committee on Education, State of California.*

BOOK REVIEWS

Wall Charts. (Produced by the Educational Publications Ltd., East Ardsley, Wakefield, Yorkshire; London Office: 17, Denbigh St., London, S.W. 1.)

(i) C. 788 Series. Handicraft.—Machine Toolings. The Wood Turning Lathe.—3 colours. Size 30" × 20".

This chart is produced in collaboration with T. S. Harrison and Sons, Ltd. This chart gives a very detailed illustration of the Lathe itself. There are illustrations of the different accessories and a new section on changing the speed of the Lathe and renewing the Vee-belt has been added. A very instructive chart.

(ii) C. 769 Series. Domestic Science.—Rug making.—3 colours. Size 30" × 20".

This chart is produced in collaboration with Harrap Brothers (Sirdar Wools) Ltd.

Four large illustrations clearly show how to make the tuft which is the basis of a wool rug. The chart demonstrates how to sit at the table and how to work the rug on a table pointing out the different things to watch at this stage. It shows how the lengths of wool are cut and the difference between squared canvas and ordinary canvas. The chart also shows how to bind different types of rugs both rectangular and circular. The chart is very useful as it guides one to complete the job much more quickly and efficiently with considerably less effort.

(iii) C. 7381, C. 7382 and C. 7383. Geography.—Europe—Federal Republic of Germany. Set of 3 charts. Size 25" × 37½" each.

These three charts are prepared with the collaboration of the Embassy of the Federal Republic of Germany. They are finely prepared and very useful to the learner.

The first chart is a large physical map with photographs illustrating the typical features of the country.

The second chart is a large political map with details of history, housing, transport, education and religion.

The third one is an industrial map with an inset of the greater Ruhr. Photographs illustrate iron and steel manufacture, the sources of power, shipping and the manufacture of precision instruments. Agriculture is also represented giving pictures of vineyards, potatoes, fisheries and cattle.

(iv) C. 781. General Science.—Primary Cells—Mercury-Zinc-Alkaline System. 3 colours. Size 37½" × 25".

The collaboration with Messrs. Mallory Batteries Ltd., has been sought to make this chart which illustrates the structure of the Mercury cell and the chemical action that takes place in it. Exploded photographs give details of the structures of three different types of cells including their capacity and life. The parts are all well labelled. The properties of the different types of small cells are shown in graph form and illustrated to scale. The varied uses of the cells are also shown.

(v) C. 711. General Science.—Weighing.—3 colours. Size. 20" × 20".

This chart presents a complete story of weighing, covering scientific principles, history and modern usage. The first section of the chart deals with the principles of weighing and weight, leading on into a short section on the history of different methods of weighing from the earliest known Egyptian Balance to the first spring balance invented by Richard Slater. The major part of the chart deals with the principles of different types of weighing machines—the spring balance and the lever balance. The final section of the chart describes some of the different types of spring balance and their application in the home industry and shops.

(vi) C. 750. Products—Grass Fibre.—colours. Size 30" × 20".

Produced in collaboration with Turner Brothers Asbestos Co. Ltd., makers of Dura Glass, this chart describes the properties of Fibre Glass. The chart shows how it is made and the several photographs illustrate the forms the finished product takes. The variety of uses of this material is well illustrated by a series of drawings.

(vii) C. 760. Handicrafts—Machine Tools—The Shaping Machine.—3 colours. Size 20" × 30".

The Denfords Engineering Company Ltd. have collaborated in the production of this chart. It has a large illustration of a shaping machine with the most important parts labelled. Diagrams explain the quick return motion on the ram drive and also the adjust-

ments necessary to obtain a feed forwards or backwards. The different types of cutting tools are shown for different purposes and various items are shown set up in the machine using the different movements of the table, ram and swivel head.

(viii) C. 718. Handicrafts—Knives for Handicraft work.—4 colours. Size 20×30 ".

Messrs. Dufay Limited, makers of X-acto-knives and tools, have collaborated in the production of this chart. The chart describes how to choose the correct blade for the job. There are several hints to use the knives and illustrations to make paper stencils, lino-cutting, balsa modelling and marquetry.

(ix) C. 761. Handicrafts—Wood-Boring Tools.—3 colours. Size $20" \times 30"$.

The chart illustrates the different patterns of bits and indicates their uses. It also shows the correct method of sharpening and how to set the tools correctly.

(x) Z. 658. The Rabbit.—Coloured. Size $35" \times 30"$.

This dissection is very helpful to students studying the life-history of the Rabbit. Very detailed and instructive information have been included in this chart. The internal organs that function in the body are well delineated. There are subsidiary illustrations of the skeleton, excretory and sexual organs and the digestive canal. An excellent guide for teaching Biology to students.

(xi) C. 743. Map Projection.—3 colours. Size $35" \times 30"$.

This is a chart to illustrate the popular map projections in use—The Mercator, the conical orthomorphic and the polar stereographic projections. The characteristics of each of the above is explained with diagrams. There are also subsidiary diagrams to explain the definitions of Great Circle, Meridian Rhumb line and the lines of latitude and longitude. A very useful and instructive guide which is indispensable for learning the study of maps.

(xii) C. 753. Emergent Africa.—Size $35" \times 30"$.

This is a most timely and well brought-out latest map of emergent Africa. The map clearly illustrates the position—political and geographical—as in 1961. A comparative map of 1940 side by side gives a picture as to how Africa is emerging as an important continent in the world. Some of the problems like those of Algeria and Rhodesia are discussed. A highly valuable and authoritative publication.

ವಿಹಂಗಮ.—ವಾರ್ಷಿಕ ಪತ್ರಿಕೆ, ವಿದ್ಯಾವರ್ಧಕ ಸಂಘ, ಜಿಲ್ಲಾ ಬೋರ್ಡ್ ಪ್ರೌಢಶಾಲಾ, ಅಜ್ಜಂಪುರ.

ಅಜ್ಜಂಪುರದ ಪ್ರೌಢಶಾಲೆಯ ಸಂಪಾದಕ ಮಂಡಲಿಯ ಆಶ್ರಯದಲ್ಲಿ ಈ ಹೊತ್ತಿಗೆಯು ಹೊರಬಿದ್ದಿದೆ. ಸಾಮಾನ್ಯವಾಗಿ ಒಂದು ಪ್ರೌಢಶಾಲೆಯ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಮಕ್ಕಳ ಮನೋಭಾವಕ್ಕೆ ಅನುಕೂಲವಾಗಿರುವ ಅನೇಕ ಸನ್ನಿವೇಶಗಳು ಒದಗಿ ಆ ಮಕ್ಕಳಲ್ಲಿ, ಹುದುಗಿರುವ ಶಕ್ತಿ ಪ್ರೌಢಮೆಗಳನ್ನು ಹೊರಗೆಡಹುವುದಕ್ಕೆ ಅನುಕೂಲವಾಗುತ್ತದೆ. ಶಾಲಾ ಪತ್ರಿಕೆಯು ಈ ಕಾರ್ಯದಲ್ಲಿ ಒಂದು ಮುಖ್ಯಸ್ಥಾನವನ್ನು ಹೊಂದಿದೆ. ಮಕ್ಕಳು ತಮ್ಮ ಬರವಣಿಗೆಯ, ಬುದ್ಧಿಶಕ್ತಿಯ ಕುಶಲತೆಯನ್ನು ತೋರಿಸಲು ಒಂದು ಸದವಕಾಶ. ಈ ಪತ್ರಿಕೆಗೆ ಅನೇಕ ಮಹನೀಯರುಗಳು ಬಹಳ ಮೆಚ್ಚುಗೆಯ ಸಂದೇಶಗಳನ್ನು ಕಳುಹಿಸಿ ಕೊಟ್ಟಿದ್ದಾರೆ. ಮಕ್ಕಳ ಲೇಖನಗಳು ಅರ್ಥವತ್ತಾಗಿಯೂ, ಓದಲು ಅರ್ಹತೆಯುಳ್ಳವುಗಳಾಗಿಯೂ ಇವೆ. ಅಲ್ಲಲ್ಲಿ ಕವನಗಳು, ಅಲ್ಲಲ್ಲಿ ದೀರ್ಘ ಲೇಖನಗಳು, ಅನೇಕ ಚಿತ್ರಗಳು ಇವುಗಳಿಂದ ಕೂಡಿರುವ "ವಿಹಂಗಮ"ವು ಎಲ್ಲರಿಗೂ ಅನಂದವನ್ನುಂಟುಮಾಡುವುದರಲ್ಲಿ ಸಂದೇಹವಿಲ್ಲ.

ಈ ಪಾಠಶಾಲೆಯ ಕೆಲಸಕಾರ್ಯಗಳು ಬಹಳ ಜಿನ್ನಾಗಿ ನಡೆಯಲಿ. "ವಿಹಂಗಮ" ಸ್ಥಾಯಿಯಾಗಿ ನಿಲ್ಲಲು ಒಂದು ಆಶಯವನ್ನು ನಾವು ಕೋರುತ್ತೇವೆ.

—ಡಿ. ವಿಶ್ವೇಶ್ವರಯ್ಯ.

ಕಡ್ಡಾಯ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ

ಲೇಖಕ: ಮ. ಮಲ್ಲಪ್ಪ, ಜ್ಞಾನನುಂದಿರ, ಹಲಗೂರು

ದೇಶದ ಮುಂದಿನ ಜನಾಂಗದ ಉನ್ನತಿ ಅವನತಿಗಳು ಇಂದಿನ ಮಕ್ಕಳನ್ನು ಅವಲಂಬಿಸಿದೆ. ಕನಿಷ್ಠ ದರ್ಜೆಯ ಮಕ್ಕಳಿಂದ ಉತ್ತಮೋತ್ತಮ ಜನಾಂಗವಾಗಲಾರದು. ಮಕ್ಕಳು ಸತ್ಯಸಂಧರೂ, ನ್ಯಾಯಮಾರ್ಗವಲಂಬಿಗಳೂ, ಧರ್ಮಾಭಿಮಾನಿಗಳೂ, ಅಹಿಂಸಾಶೀಲರೂ, ದಯಾ ಗುಣಿಗಳೂ ಆಗಬೇಕು. ಆಗ ಮುಂದಿನ ಜನತೆಯಲ್ಲಿ ದೇಶಭಕ್ತಿ, ಸೌಹಾರ್ದತೆ, ಧರ್ಮಾಭಿಮಾನವು ಮೂಡಿ ಮಂಡಿಸುತ್ತದೆ. ಈ ಕಾರಣದಿಂದಲೇ ವಿದ್ಯಾವಂತರು ರಾಷ್ಟ್ರದ ಸಂಪತ್ತು ಎಂದು ಜಾನ್ ರಸ್ಕಿನ್ನನು ನುಡಿದಿದ್ದಾನೆ. ವಿದ್ಯಾಭ್ಯಾಸವು ನಾಗರಿಕತೆಯ ಗುರುತಾದ ಕಾರಣ, ನಾವು ನಾಗರಿಕ ಜೀವನವನ್ನು ಪಡೆದು ಪ್ರಗತಿ ಪರರಾಗಲು ವಿದ್ಯಾವಂತರಾಗಬೇಕು. ಇತಿಹಾಸಕಾರರು ಯಾವ ಹಳೆಯ ವಾಸವನ್ನು ಸ್ವರ್ಗಸಮಾನವೆಂದು ಸಾರಿದ್ದರೋ ಅಂತಹವು ಇಂದು ನರಕಸಮಾನವಾಗಿವೆ. ವಿದ್ಯೆಯಿಲ್ಲದಿರುವುದೇ ಇದರ ಮೂಲವಾಗಿದೆ. ಪಾಠಶಾಲೆಗಳು ಹೆಚ್ಚುತ್ತಿವೆ. ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆಯೂ ಹೆಚ್ಚುತ್ತಿದೆ. ಖರ್ಚಾಗುತ್ತಿರುವ ಹಣವಂತೂ ಅಧಿಕವಾಗುತ್ತಿದೆ. ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ವೆಚ್ಚ ಇಂತಿದೆ:—

೧೮೬೫ರ ಸಾಲ ೧೧,೩೦೦ ರೂ.

೧೮೮೧ ,, ೩೯,೧೦೦ ರೂ.

೧೯೧೧ ,, ೧೮,೭೩,೦೦೦ ರೂ.

೧೯೧೬ ,, ೨೭,೮೫,೦೦೦ ರೂ.

೧೯೨೬ ,, ೬೦,೭೦,೦೦೦ ರೂ.

೧೯೩೩ ,, ೬೭,೧೭,೯೫೧ ರೂ.

೧೯೪೭ ,, ಒಂದುಕೋಟಿ ರೂ.

ಈಗಂತೂ ಇನ್ನೂ ಹೆಚ್ಚಿಗೆ ೩೨೧.೨ ಲಕ್ಷ ರೂ.ಗಳು ಮಂಜೂರಾಗಿದೆ. ಘನ ಸರ್ಕಾರದ ತೀರ್ಮಾನವು ಮೈಲಿಗೊಂದು ಶಾಲೆಯಾಗಿದೆ. ರಾಷ್ಟ್ರದ ಪ್ರತಿಯೊಂದು ಮಗುವಿಗೂ ಏಳುಪರ್ಷದ ಉಚಿತ ಶಿಕ್ಷಣವನ್ನು ಕೊಡಲು ಸಂಕಲ್ಪ ತೊಟ್ಟಿದೆ. ಈ ಹಣವೂ, ಶ್ರಮವೂ ಸದ್ವಿನಿಯೋಗವಾಗಬೇಕಾದರೆ ಕಡ್ಡಾಯ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣವು ಅತ್ಯವಶ್ಯಕವಾಗಿದೆ. ಇದರ ಸಾಧನೆಯು ಸರ್ವರಿಗೂ ಸೇರಿದೆ.

ಯಾವ ಸರ್ಕಾರದ ಆಸೆಯಲ್ಲಿ ವಾಸಿಸಲಾಗುವುದೋ ಆ ಸರ್ಕಾರಕ್ಕೆ ಹೊಂದಿಕೊಳ್ಳುವಂತೆ ನಾಗರಿಕರನ್ನು ರೂಪಿಸಬೇಕೆಂದು ಅರಿಸ್ಟಾಟಲ್ ಹೇಳುತ್ತಾನೆ. ಶಾಂತಿ

ಯಿಂದಲೂ, ಸ್ವಾತಂತ್ರ್ಯದಿಂದಲೂ ನಾಗರಿಕರು ವಾಸಿಸುವಂತೆ ಜಗತ್ತಿನಲ್ಲಿ ಸರ್ಕಾರದ ವಿಧಾನಗಳನ್ನು ರೂಪುಗೊಳಿಸಬೇಕೆಂಬುದನ್ನು ಆಧುನಿಕ ವಿಚಾರಶೀಲರು ಮನಗಂಡಿದ್ದಾರೆ. ಶಿಕ್ಷಣದ ಪ್ರಭಾವವು ಕಟ್ಟಕಡೆಗೆ ಸರ್ಕಾರದ ಸಿದ್ಧಾಂತವನ್ನು ನಿರ್ಧರಿಸುತ್ತದೆ. ಶಿಕ್ಷಣ ಹಾಗೂ ಸರ್ಕಾರ ಪರಸ್ಪರಾವಲಂಬಿಗಳು. ರಾಜಕೀಯ ಮತ್ತು ಶಿಕ್ಷಣ ಇವುಗಳಿಗೆ ಇರುವ ಸಂಬಂಧಗಳು ಇಂದಿಗೆ ಹೊಸದಲ್ಲ; ಹಳೆಯದು. ಆದರೂ ಈ ಶತಮಾನದಲ್ಲಿ ಮನೋಭಾವನೆಯು ಮಾತ್ರ ಹೊಸದು. “ಶಿಕ್ಷಣತತ್ವವು ರಾಜಕೀಯ ತತ್ವದ ಸಂಗಡ ಎಡೆಬಿಡದೆ ಹೊಂದಿಕೊಂಡಿದೆ ರಾಜಕೀಯ ಮತ್ತು ಶಿಕ್ಷಣದ ತತ್ವಗಳು ಇಂದಿನ ಮನೋಭಾವನೆಗಳ ಘರ್ಷಣೆಗಳಲ್ಲಿ ಅನುಸೂತವಾಗಿದೆ.”

—ಫ್ರಾಂಕ್‌ಲಿನ್, ಎಲ್. ಬರ್ಡೆಟ್.

ಪ್ರಜಾಪ್ರಭುತ್ವದಲ್ಲಿ ವ್ಯಕ್ತಿಗೆ ಗಣನೀಯವಾದ ಸ್ಥಾನವನ್ನು ಕೊಡಲಾಗಿದೆ. ಪ್ರಜಾಪ್ರಭುತ್ವ ಸರ್ಕಾರವು ವ್ಯಕ್ತಿಗಳನ್ನು ಅವಲಂಬಿಸುತ್ತದೆ. ಜನರ ಸಾಮಾಜಿಕ ನೀತಿ, ಬುದ್ಧಿ ಮತ್ತು ಶಿಕ್ಷಣಗಳ ಮೂಲಕ ರಚಿಸಿದ ಪ್ರಜಾಪ್ರಭುತ್ವ ಸರ್ಕಾರವೇ ಉತ್ತಮ ಸರ್ಕಾರ. ಅದಕಾರಣವೇ ಸಾರ್ವತ್ರಿಕ ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣವು ಮೂಲಭೂತವಾದ ಮಹತ್ವವುಳ್ಳದ್ದಾಗಿ ಒಂದು ಸಾಮಾಜಿಕ ಅವಶ್ಯಕತೆಯಾಗಿದೆ. ಇದರ ಪೂರೈಕೆಯು ಸರ್ಕಾರ ಹಾಗೂ ಜನತೆಯನ್ನು ಅವಲಂಬಿಸಿಕೊಂಡಿದೆ.

ದೇಶದ ಸರ್ವತೋಮುಖ ಪ್ರಗತಿಯು ಇಂದು ಜನತೆಯ ಮೇಲೆ ಬಿದ್ದಿದೆ. ಜನತೆಯಿಂದ ಇಂದು ಸರ್ಕಾರವು ನಿರ್ಮಿತವಾಗಿದೆ. ಇದರ ಜವಾಬ್ದಾರಿಯು ಈ ತಲೆಮಾರಿನ ಜನರನ್ನು ಅವಲಂಬಿಸಿದೆ. ಆರ್ಥಿಕ, ಸಾಮಾಜಿಕ ಮತ್ತು ಧಾರ್ಮಿಕ ಅಭಿವೃದ್ಧಿಯ ಸಾಧನೆಯಿಂದಲೇ ಸರ್ವತೋಮುಖ ಪ್ರಗತಿಯು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಈ ಸಾಧನೆಯಲ್ಲಿ ಜಯಪಡೆದು ದೇಶಕ್ಕೆ ಕೀರ್ತಿ ತರಬೇಕಾಗಿದೆ. ಈ ಜೈತನ್ಯವು ಬರಲು ಇಡೀ ದೇಶದ ಜವಾಬ್ದಾರಿಯನ್ನೇ ಹೊತ್ತಿರುವ ಜನತೆಗೆ ವಿದ್ಯೆಯು ದೊರಕದ ಹೊರತು ಏನೂ ಆಗದು. ತಿಳಿವಿಲ್ಲದೆ ಏನೂ ಮಾಡಲೂ ಸಾಧ್ಯವಾಗದು. ಅವರು ಇವರು ಏನ್ನದೆ ಎಲ್ಲರೂ ಜ್ಞಾನವನ್ನು ಗಳಿಸಬೇಕಾಗಿದೆ. ಜ್ಞಾನಾರ್ಜನೆಯಿಲ್ಲದೆ ಯಾವುದೂ ಚೆನ್ನಾಗದು.

“ಜ್ಞಾನವನ್ನು ಹೊಂದದ ಜೀವುಣನು ಅನ್ನ ಮತ್ತು ಸಿರಿಯನ್ನು ಹೊಂದುವುದು ವ್ಯರ್ಥವೇ ಸರಿಯು.”

—ಮುಗ್ಧೇಷ.

ಅನುಭವದಿಂದ, ಪುಸ್ತಕಗಳಿಂದ ಜ್ಞಾನವು ದೊರಕುತ್ತದೆ. ಆ ಜ್ಞಾನವು ತನ್ನ ಮತ್ತು ಲೋಕಜೀವನವನ್ನು ಸಾಗಿಸಿಕೊಂಡು ಹೋಗಲು ನೆರವಾಗಬೇಕು. ಸಮಾಜ ಕಂಟಕವಾಗದೆ ಲೋಕಕಲ್ಯಾಣಕ್ಕೆ ಅಪ್ರತ್ಯಕ್ಷವಾಗಿ ನೆರವಾಗಿ ಜೀವನಶಾಂತಿಯಿಂದ ಜಗತ್ಪಾಂತಿಯನ್ನು ಸ್ಥಾಪಿಸುವಂತಿರಬೇಕು. ಈ ಬಗೆಯ ಜೀವನವನ್ನು ಪರಿಪೂರ್ಣಗೊಳಿಸುವುದೇ ವಿದ್ಯೆಯು. “ಶರೀರ ಹಾಗೂ ಆತ್ಮದ ಬೆಳೆವಣಿಗೆಯ ಮೂಲಕ ಸೌಂದರ್ಯಾದಿ ದೇಹ ಲಕ್ಷಣವನ್ನು ಉತ್ತಮಪಡಿಸುವುದೇ ಶಿಕ್ಷಣದ ಗುರಿಯು”.

—ಜ್ಞೇಷೋ.

“ವಿಧೇಯತೆ, ಪರಿಶುದ್ಧತೆ, ಪವಿತ್ರತೆ—ಇವುಗಳನ್ನು ಜೀವನಕ್ಕೆ ಸಂಬಂಧಿಸಿ ಅಭಿವೃದ್ಧಿಗೊಳಿಸುವುದು ಶಿಕ್ಷಣದ ಗುರಿಯು.”

—ಫ್ರೋಬೆರ್.

ವ್ಯಾಸಂಗ ಮುಗಿದಮೇಲೆ ತನ್ನ ಜೀವನವನ್ನು ಸ್ವಾವಲಂಬನದಿಂದ ಸಾಗಿಸಿಕೊಂಡು ಉತ್ತಮ ಪೌರನಾಗಿ ರಾಷ್ಟ್ರಕ್ಕೆ ಸೇವೆಯನ್ನು ಸಲ್ಲಿಸುವಂತಹ ಸಾಮರ್ಥ್ಯವನ್ನು ಕೊಡುವುದೇ ಶಿಕ್ಷಣವು.

ಇಂದು ಗಣರಾಜ್ಯದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಜೆಯೂ ವಿದ್ಯಾವಂತನಾಗಬೇಕಾದುದು ಅತ್ಯವಶ್ಯಕವಾಗಿದೆ. ಭಾರತವು ಗಳಿಸಿದ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಉಳಿಸಿಕೊಳ್ಳಬೇಕಾದರೆ ವಿದ್ಯಾವಂತ ಪ್ರಜೆಗಳ ಕರ್ತವ್ಯ ಕರ್ಮನಿಷ್ಠೆಯ ಅವಶ್ಯಕತೆಯನ್ನು ಅರಿತು ರಾಷ್ಟ್ರವು ಮೊದಲು ಕೈಗೊಳ್ಳಬೇಕಾದ ಉದ್ಯೋಗವು ವಿದ್ಯಾಭ್ಯಾಸವು ಎಂದರಿತು ಅದರ ಅಭಿವೃದ್ಧಿಗೆ ಕೈಹಾಕಿದೆ. ಭಾರತದ ಪ್ರಗತಿಯು ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಜೆಯನ್ನೂ ಅವಲಂಬಿಸಿರುವುದರಿಂದ ಪ್ರತಿಯೊಬ್ಬರ ಮೇಲೆಯೂ ಮಹತ್ತರವಾದ ಹೊಣೆಗಾರಿಕೆಯು ಬಿದ್ದಿದೆ. ಜನ ವಿದ್ಯಾವಂತರಾಗಿ ಕಾರ್ಯ ಮಾಡುವುದರಿಂದ ಇದರ ಸಾರ್ಥಕತೆಯಿದೆ. ಈ ತತ್ವವನ್ನರಿತ ನಮ್ಮ ಮೈಸೂರು ರಾಜ್ಯವು ದೇಶದಲ್ಲಿ ಕಡ್ಡಾಯ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣವನ್ನು ಜಾರಿಗೆ ತಂದಿದೆ. ಅದರ ಫಲಾಫಲವು ರಾಜ್ಯದ ಪ್ರಜೆಗಳನ್ನು ಅವಲಂಬಿಸಿದೆ. ಇದರ ಪರಿಚಯವೂ, ಗೊತ್ತುಗುರಿಯೂ ರಾಜ್ಯದ ಮೂಲೆ ಮೂಲೆಗೂ ತಿಳಿಯಬೇಕೆಂದು ಈ ಬಗೆಯ ಸಭೆಗಳು ಸೇರಿವೆ.

ಈ ವಿಚಾರಗೋಷ್ಠಿಯು ಇಂದು ಇಲ್ಲಿ ಸೇರಿ ಕಡ್ಡಾಯ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಆಗುಹೋಗುಗಳನ್ನು ಪರಸ್ಪರ ಚರ್ಚಿಸಿ ವಿಚಾರವಿನಿಮಯಮಾಡಿಕೊಂಡು ಕಾರ್ಯಸಾಧನೆ ಮಾಡಲು ಸಂಕಲ್ಪಿಸಿದೆ. ವಿಚಾರಗೋಷ್ಠಿ, ವಿಚಾರಮಂಥನ, ವಿಚಾರ ಸಂಕೀರ್ಣ—ಇವೆಲ್ಲವೂ ಒಂದೇ ಆಗಿದೆ. ಪರಸ್ಪರ ಹೃದಯವನ್ನರಿತುಕೊಂಡು ಹಿಡಿದ ಕೆಲಸವನ್ನು ಸಾಧಿಸಲು ಈ ಗೋಷ್ಠಿಯು ನೆರವಾಗುತ್ತದೆ. ಇತಿಹಾಸ ಸಾಹಿತ್ಯಾದಿಗಳಲ್ಲಿ ವಿಚಾರಗೋಷ್ಠಿಯ ಪ್ರಸ್ತಾಪವು ಬಂದಿದೆ. ಹಿಂದಿನವರ ವಿಚಾರದ ಸಂಗಡ ಇಂದಿನವರ ಅನುಭವವು ಬೆರೆತು ಕಾರ್ಯ ನೆರವೇರಿಸಿದರೆ ಚಿನ್ನಕ್ಕೆ ಕುಂದಣವಿಟ್ಟಂತಾಗುತ್ತದೆ. ಗೋಷ್ಠಿಯ ನೆಪದಲ್ಲಿ ಭಾಷಣಗಳ ಸುರಿಮಳೆಯಾಗಿ ಕರ್ತವ್ಯ ಕಡೆಮೆ ಯಾದರೆ ಅದು ಅಪಜಾರವೆಸಗಿದಂತಾಗುತ್ತದೆ. ಭಾಷಣದಲ್ಲಿ ವಿಮರ್ಶೆಯು ಜೀವನಾಗಿರಬೇಕು. ಪ್ರತಿಯೊಂದು ಸಮಸ್ಯೆಯನ್ನೂ ಪರಿಶೀಲಿಸಿ ಅದಕ್ಕೆ ಹಾದಿಯನ್ನು ಕಂಡು ಹಿಡಿದು ತಮ್ಮ ತಮ್ಮ ಸಲಹೆಗಳನ್ನು ಕೊಟ್ಟು ಸಮಸ್ಯಾ ಪರಿಹಾರ ಮಾಡುವುದು ವಿಚಾರ ಮಂಥನವಾಗಿರುತ್ತದೆ. ಗುಂಪಿನ ಕಾರ್ಯದಲ್ಲಿ ವಿಶೇಷ ಸಾಧನೆಯಿರುತ್ತದೆ. ವಿಷಯವನ್ನು ಪ್ರತಿಯೊಬ್ಬರೂ ವಿಮರ್ಶಿಸಿ ಚರ್ಚಿಸಿ ಸಲಹೆ ಕೊಟ್ಟು ಸಭೆಯು ಮುಂದೆ ತರುವುದರಿಂದ ಆ ವಿಷಯಕ್ಕೆ ಏಕರೂಪತೆಯು ಬರಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಈ ಕಾರ್ಯವು ಎಲ್ಲರಿಗೂ ಸೇರಿದುದು ಎಂಬ ಭಾವನೆಯು ಬೆಳೆಯಲು ಅವಕಾಶವಾಗುತ್ತದೆ. ಕರ್ತವ್ಯಲೋಪವು ದೇವರನ್ನು ಅಪ್ರಿಯಮಾಡಿಕೊಳ್ಳುವ ಕೃತ್ಯವಾಗುತ್ತದೆ. ಹಾಗಾಗದೆ ನಮ್ಮ ನಮ್ಮ ಜವಾಬ್ದಾರಿಯನ್ನು ಅರಿತು ದೇವರ ಕಾರ್ಯವಾದ ಈ ಶಿಕ್ಷಣ ಯೋಜನೆಯನ್ನು ಜಯಪ್ರದಗೊಳಿಸುವುದು ನಮ್ಮೆಲ್ಲರ ಮೇಲೆ ಬಿದ್ದ ಭಾರವಾಗಿರುತ್ತದೆ. ಕಡ್ಡಾಯ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಗೋಷ್ಠಿಯ ಬಗ್ಗೆ ತಮ್ಮೆಲ್ಲರ ನೆರವನ್ನು ಕೋರಿ ಈ ರಾಷ್ಟ್ರೀಯ ಸೇವಾ ಕಾರ್ಯವು ರಾಜ್ಯಕ್ಕೆ ಕೀರ್ತಿತರುವಂತಾಗಲಿ.

ಪ್ರತಿಯೊಬ್ಬರನ್ನೂ ಶಾಲೆಗೆ ಸೇರಿಸಬೇಕೆಂದು ಮಾಡುವ ಒತ್ತಾಯವು ಒತ್ತರಿಸಿಕೊಂಡು ಬಂದಿದೆ. ಐದು ವರ್ಷ ಎಂಟುತಿಂಗಳು ತುಂಬಿರುವ ಪ್ರತಿಯೊಂದು ಮಗುವೂ ಶಾಲೆಗೆ ಸೇರಲೇಬೇಕು. ಆ ಮಗುವು ಏಳುವರ್ಷ ಉಚಿತ ಶಿಕ್ಷಣ ಪಡೆದು ವಿದ್ಯಾವಂತನಾಗಬೇಕು. ರಾಷ್ಟ್ರದ ಸಿರಿ ಸಂಪತ್ತು ಕೇವಲ ಧನ ಧಾನ್ಯದಿಂದಲೇ ಪೂರ್ತಿಯಾಗದು. ವಿದ್ಯಾವಂತ ಪ್ರಜೆಗಳಿಂದ ಆ ಪೂರೈಕೆಯು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಹಿಂದುಳಿದವರು ಹಿಂದುಳಿದೇ, ಮುಂದುವರಿದವರು ಮುಂದುವರಿದೇ ಇರುವ ಅಂತರವನ್ನು ಅಳಿಸಲು ಇದು

ಸಾಧನ ಸಹಕಾರಿಯಾಗುತ್ತದೆ. ಮತದಾನ ಮಾಡುವಲ್ಲಿ, ಮತದಾರರಿಂದ ಬೆಂಬಲ ಪಡೆದು ಸಾರ್ವಜನಿಕ ಸೇವೆಯನ್ನು ಸಲ್ಲಿಸುವಲ್ಲಿ ಈ ಸರ್ವಸಮಾನತೆಯಿರುವುದು ತಮಗಿಲ್ಲರಿಗೂ ಗೊತ್ತೇ ಇದೆ. ಮತ ಚಲಾವಣೆಗೆ ಹಕ್ಕು ಬಾಧ್ಯತೆಯಿರುವಂತೆ ವಿದ್ಯೆಯನ್ನು ಪಡೆಯಲು ಸಕಲರಿಗೂ ಹಕ್ಕುಬಾಧ್ಯತೆಯಿದೆ. ಸಹಜ ಸಾಧ್ಯವಾಗಿರುವ ಇದನ್ನು ತಪ್ಪದೆ ಉಪಯೋಗಿಸಿಕೊಳ್ಳುವುದು ರಾಜ್ಯದ ಸರ್ವ ಪ್ರಜೆಗೂ ಸೇರಿರುವುದಾಗಿದೆ. ಕಾನೂನಿಗಾಗಿ, ಈ ಕಾನೂನು ಮಾತ್ರವಲ್ಲದೆ ಪ್ರತಿಯೊಬ್ಬರೂ ವಿದ್ಯಾವಂತರಾಗಬೇಕೆಂಬ ಘನತರವಾದ ಆಶೆಯಿಂದ ಈ ಕಾನೂನನ್ನು ತಂದಿರುವ ಕಾರಣ ಯಾರಿಗೂ ಈ ವಿಚಾರದಲ್ಲಿ ತಪ್ಪು ಅಭಿಪ್ರಾಯ ಬರದಿರಲಿ. ಜೀವನವನ್ನು ಉತ್ತಮವಾಗಿರಿಸಿಕೊಳ್ಳಲು ಶಿಕ್ಷಣವು ನೆರವಾಗುತ್ತದೆ. ಈ ದೃಷ್ಟಿಯಿಂದ ಭಾರತದ ಬಾಳು ಮಹಾತ್ಮ ಗಾಂಧೀಜಿಯು ಜೀವನ ಶಿಕ್ಷಣವನ್ನು ನಿರೂಪಿಸಿದ್ದಾರೆ. ನಮ್ಮ ಹಿರಿಯರ ಹೆಸರನ್ನು ಉಳಿಸ ಬೇಕಾದರೆ ಅವರ ತತ್ವಗಳನ್ನು ನಮ್ಮ ನಮ್ಮ ಕೈಯ್ಯಲ್ಲಾ ದಷ್ಟು ಮಟ್ಟಿಗೆ ಕಾರ್ಯರೂಪದಲ್ಲಿ ತರಬೇಕು. ಅನ್ನ ಅರಿವೆಯಂತೆಯೇ ಅರಿವು ಅವಶ್ಯಕ ಎಂಬುದನ್ನು ತಿಳಿದು ತಿಳಿದೂ ಕಡ್ಡಾಯವಾದಾಗ ಅದು ಬೇಡ ಎನ್ನುವುದೂ ಉಂಟು. ಯಾವುದೋ ಒಂದು ನೆಪತೊಟ್ಟು ವಿದ್ಯೆಯನ್ನು ಬಲ್ಲೆ ಎನ್ನುವುದೂ ಉಂಟು. ಗೈರುಹಾಜರಾಗಿದ್ದ ಹುಡುಗನನ್ನು ಕರೆಯಲು ಆದೇ ಶಾಲೆಯ ಮತ್ತೊಬ್ಬ ಹುಡುಗನು ಹೋಗುತ್ತಾನೆ. ಎಮ್ಮೆ ಮೇಯಿಸುತ್ತಿದ್ದ ಆ ಹುಡುಗನು ಶಾಲೆಗೆ ಬರಬೇಕಾದರೆ ಎಮ್ಮೆ ಕಾಯುವ ಕೆಲಸವನ್ನು ಆ ಉಪಾಧ್ಯಾಯರೇ ಮಾಡಲಿ ಎಂದು ಆ ಹುಡುಗನ ತಾಯಿಯು ಹೇಳುತ್ತಾಳೆ. ಮನೆಯ ಕೆಲಸಗಳು ಎಷ್ಟೇ ಇರಲಿ ಜೊತೆಗೆ ವಿದ್ಯೆಯನ್ನು ಕಲಿಸ ಬೇಕು, ನನ್ನ ಮಗು ವಿದ್ಯೆ ಕಲಿತು ರಾಷ್ಟ್ರಕ್ಕೆ ಸಲ್ಲಿಸ ಬೇಕಾದ ಸೇವೆಯನ್ನು ಸಲ್ಲಿಸುವಂತಾಗಬೇಕು ಎಂಬ ಕುತೂಹಲವು ಕೆರಳಿ ಕಾರ್ಯ ಸಾಗಿದರೆ ಮಾತ್ರ ಪ್ರಜಾ ಪ್ರಭುತ್ವವು ಸಾರ್ಥಕವಾಗುತ್ತದೆ; ಜನತೆಯ ಜೀವನವು ಉತ್ತಮವಾಗುತ್ತದೆ. ಕಾನೂನಿನಿಂದ ಹಿಂಸೆಯಾಗುತ್ತದೆ ಎಂಬ ಸಂಭವವಿದ್ದರೆ ಅದನ್ನು ಒಂದು ಕಡೆಯಿರಿಸಿ, ಪ್ರತಿಯೊಂದು ಮನೆಗೂ ಅದರ ವಿಚಾರವಾಗಿ ತಿಳುವಳಿಕೆ ಕೊಟ್ಟು ಜನಾಭಿಪ್ರಾಯ ಪಡೆದು ಪ್ರಚಾರ ಕಾರ್ಯವನ್ನು ಪಟುತರವಾಗಿ ಮಾಡಿ ಗುರಿ ಸಾಧನೆಯನ್ನು ಮುಟ್ಟಿದರೆ ಸಾಕಾಗುತ್ತದೆ. ಪ್ರಜಾಪ್ರಭುತ್ವ ಕಲ್ಪವೃಕ್ಷವಾದ ಸ್ಥಳೀಯ ಸಂಸ್ಥೆಯಾದ ಗ್ರಾಮಪಂಚಾಯಿತಿಯು ಇದರ ಜವಾಬ್ದಾರಿಯನ್ನು ಹೊತ್ತು ಕಾರ್ಯಸಾಧನೆ ಮಾಡ

ಬೇಕಾಗಿದೆ. ಆಯಾಯ ಗ್ರಾಮದ ಪ್ರತಿನಿಧಿಯು ಗ್ರಾಮ ಪಂಚಾಯಿತಿಯು. ಗ್ರಾಮದ ಉಸಿರು, ಜೀವಾಳವು ಗ್ರಾಮ ಪಂಚಾಯಿತಿಯಲ್ಲರುತ್ತದೆ. ಆದಕಾರಣ ಗ್ರಾಮದ ಏಳು-ಬೀಳು ಗ್ರಾಮ ಪಂಚಾಯಿತಿಯನ್ನು ಅವಲಂಬಿಸಿರುತ್ತದೆ. ಗ್ರಾಮವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವ ಈ ಸಂಸ್ಥೆಯೇ ಆ ಗ್ರಾಮದ ಅದೃಷ್ಟವನ್ನು ನಿರ್ಧರಿಸುತ್ತದೆ. ಈ ಬಗೆಯ ಸಂಸ್ಥೆಗಳ ಸಾಧನೆಯಿಂದಲೇ ಪ್ರಜಾಪ್ರಭುತ್ವವು ಸಾರ್ಥಕವಾಗುತ್ತದೆ.

“ರಾಷ್ಟ್ರೀಯ ಮತ್ತು ಮಾನವೀಯಗೌರವಕ್ಕಾಗಿ ಮನುಜಜೈತನ್ಯವನ್ನು ಬಲವತ್ತರವಾದ ನಂಬಿಕೆಯಿಂದಿರಿಸುವುದೇ ಪ್ರಜಾಪ್ರಭುತ್ವದ ಜೀವನ ಮಾರ್ಗದ ಸಾರವಾಗಿದೆ.”

—ಸಮಾಜ ವಿಜ್ಞಾನದ ಮುನ್ನುಡಿ.

ಪ್ರಜಾಪ್ರಭುತ್ವದ ಜೀವನಕಾಂತಿಯು ಪಂಚಾಯಿತಿಯ ಬಾಳ ಬೆಳಕನ್ನು ಅವಲಂಬಿಸಿರುತ್ತದೆ. ಪಂಚಾಯಿತಿ ರಾಜ್ಯದ ಅನುಸರಣೆ ಕಾರ್ಯಗಳಿಂದಲೇ ಸಕಲ ಸಮಸ್ಯೆಗಳ ಪರಿಹಾರವಾಗುತ್ತದೆ. ಕೇವಲ ಒಂದೆರಡು ಕಾರ್ಯದಲ್ಲಿಯೇ ಪೂರ್ಣತೆಯು ದೊರಕದು. ಉತ್ತಮ ಶೀಲವು ಜನತೆಯಲ್ಲಿ ನೆಲೆಗೊಳಿಸುವ ಧೈಯ ಪೂರ್ಣತೆಗೆ ವಿದ್ಯೆಯು ಸಹಕಾರಿಯಾಗುತ್ತದೆ. ವಿದ್ಯಾವಂತರು ಹೆಚ್ಚಿತು ಎಂದರೆ ಸಾಕು, ಸಂಸ್ಕೃತಿಯ ಸೋನೆಯು ಸುರಿದು ಸಮಾಜವು ಒಪ್ಪುವಷ್ಟವಾಗುತ್ತದೆ. ಆಗ ಜೀವನವು ಸಾರ್ಥಕವಾಗುತ್ತದೆ.

“ಪ್ರಜಾಪ್ರಭುತ್ವವು ಸಾಮಾನ್ಯರ ಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಿದರೆ ಸಾಲದು. ಸಹಸ್ರತಃ ವೈವಿಧ್ಯವುಳ್ಳ ಅತಿ ಶ್ರೇಷ್ಠ ಮನುಷ್ಯನನ್ನು ಅದು ಸೃಷ್ಟಿಸಬೇಕು.”

—ಜೀಮ್ಸ್ ರಸೆಲ್ ಲೋವೆಲ್.

ತಿಳುವಳಿಕೆಯು ಸರ್ವಕೆಲಸಕ್ಕೂ ಸಾಧನವಾಗಿರುತ್ತದೆ. ಪ್ರಯಾಣಿಕನೊಬ್ಬನು ಟಿಕೆಟ್ ಕಲೆಕ್ಟರ ಹತ್ತಿರ ಹೋಗುತ್ತಾನೆ. ಗಾಡಿ ಹೋಗುವ ಸ್ಥಳದ ಮಧ್ಯದಲ್ಲಿ ತಾನು ಹೋಗುವ ಜಾಗವಿರುತ್ತದೆ ಎಂಬ ಭರವಸೆಯು ಆತನಿಂದ ಬಂದನಂತರ, ನಮ್ಮ ಹೆಗ್ಗಸರ ಟಿಕೆಟು ನನಗೆ ಆಗುತ್ತದೆಯೇ ಎಂದು ಪ್ರಶ್ನಿಸಿ ಆಗುತ್ತದೆ ಎಂಬ ಉತ್ತರ ಬಂದನೇಲಿ ಆ ಪ್ರಯಾಣಿಕನು ಗಾಡಿ ಹತ್ತುತ್ತಾನೆ. ಇದಕ್ಕಿಂತಲೂ ದುರ್ದೈವಿ ಮತ್ತೆ ಬೇಕೇ? ಇದು ಅರಿವಿನ ಅಭಾವವಲ್ಲವೇ? ಮಾತಿನ ಮಧ್ಯೆ ಮಿತ್ರರೊಬ್ಬರು ಸೊಸೈಟಿ ಇನ್ಸ್ಪೆಕ್ಟರಿಂದಲೇ ಗ್ರಾಮೋದ್ಧಾರ ಎಂದು ನನ್ನ

ಸಂಗಡ ಸವಾಲು ಹಾಕಲು ನಿಂತರು. ಸಹಕಾರ ಸಂಘವು ಗ್ರಾಮದ ಸೊತ್ತು ಸರಿ! ಸಂಘದ ವಸ್ತುವು ಸರಿಯಾಗಿ ವಿನಿಯೋಗವಾಯಿತೇ ಮತ್ತು ಸಂಘದ ಸಾಮಾನಿನ ಬಳಕೆಯು ಯೋಗ್ಯವಾಗಿ ಸಾಗಿತೇ ಇತ್ಯಾದಿ ವಿಚಾರಗಳ ಪರಿಜ್ಞಾನವು ಗ್ರಾಮಸ್ಥರಿಗೆ ಇದ್ದರೇ ತಾನೇ ಸಂಘೋದ್ಧಾರ, ಗ್ರಾಮೋದ್ಧಾರ. ತಿಳುವಳಿಕೆಯು ಇಲ್ಲದೆ ರೈತ ಏನೂ ಮಾಡಲಾರ. ಶಾಲೆಯಿದ್ದು ವಿದ್ಯೆ ಕಲಿತಿದ್ದು ತಿಳುವಳಿಕೆ ಪಡೆದಾತನಿಗೆ ಸಂಘದ ಬೆಳೆವಣಿಗೆಯ ವಿಚಾರದಲ್ಲಿ ಕೈಹಾಕಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಬರುಬರುತ್ತ ಅದರ ಅಭಿವೃದ್ಧಿಗೆ ಆತನೂ ಕಾರಣನಾಗುತ್ತಾನೆ. ಸಕಲ ಸಾಮಾಜಿಕ ದೌರ್ಬಲ್ಯಕ್ಕೂ ಸಂಜೀವಿನಿಯು ಶಾಲೆಯು.

ಉದಾತ್ತೋನ್ನತವಾದ ಗುರಿಯಿಂದ ಪ್ರದಾನ ಮಾಡಿರುವ ಹಕ್ಕುಗಳನ್ನು ಸದುಪಯೋಗಪಡಿಸಿಕೊಳ್ಳುವುದು ಸಜ್ಜನನ, ಸನ್ನುತನ ಕರ್ತವ್ಯವಾಗಿದೆ. ಪ್ರಜಾ ಸರ್ಕಾರದ ತತ್ವವನ್ನನುಲಂಘಿಸಿ ಶಾಲಾ ಕೋರ್ಟು, ಶಾಲಾ ಸಮಿತಿ—ಇವುಗಳು ಏರ್ಪಾಡಾಗಿವೆ. ಇವುಗಳ ಕಾರ್ಯಕಲಾಪಗಳು ವೈಯುಕ್ತಿಕ ಪ್ರಭಾವದಿಂದಾಗದೆ ಸಂಸ್ಥೆಯ ಪ್ರಭಾವದಿಂದ ಆಗಬೇಕಾಗಿದೆ. ಶಾಲಾಭಿವೃದ್ಧಿ ಸಮಿತಿಯ ಸದಸ್ಯನಾಗಿದ್ದೇನೆ ಎಂದು ಉಪಾಧ್ಯಾಯರ ಮೇಲೆ ಜಬರ್ದಸ್ತು, ಜೋರು ಮಾಡುವುದು ವಸಿಷ್ಠರ ಕಾಮಧೇನುವಿನ ಮೇಲೆ ರಾಜನೊಬ್ಬನು ಬಲಪ್ರಹಾರ ಮಾಡಿದುದರ ಪರಿಣಾಮವಾಗುತ್ತದೆ. ಉಪಾಧ್ಯಾಯ ರೊಡನೆ ಕಲಿತು ಸಮಾಲೋಚನೆ ಮಾಡಿ ಪರಸ್ಪರ ಹೃದಯವನ್ನರಿತುಕೊಂಡು ಕಾರ್ಯಶೀಲರಾಗುವುದು ಉತ್ತಮ ಕಾರ್ಯಜ್ಞಾನ ಲಕ್ಷಣವಾಗಿದೆ. ಉಪಾಧ್ಯಾಯರ ಮೇಲೆ ಇಲ್ಲಸಲ್ಲದ ಕೇಟಿಲೆಗಳನ್ನು ಹೇರಿ ತೊಂದರೆಯನ್ನು ಕೊಟ್ಟಿರುವುದು ಅನುಭವದ ವಿಚಾರವಾಗಿದೆ. ಇದು ಯಾರಿಗೂ ಹಿತವಲ್ಲ. ಸರ್ಕಾರದ ಪ್ರತಿನಿಧಿಯಾದ ನೌಕರ ನೊಬ್ಬನನ್ನು ಅದರಲ್ಲಿಯೂ ಜ್ಞಾನ ದಾಸೋಹಿಯನ್ನು ಕಿರುಕುಳಗೊಳಿಸುವುದು ಅತ್ಯಂತ ಹೇಯವಾದ ಕೃತ್ಯವಾಗಿದೆ. ಮಕ್ಕಳನ್ನು ಶಾಲೆಗೆ ದಾಖಲು ಮಾಡುವುದು ಶಾಲಾ ಸಮಿತಿಯ ಒಂದು ಯೋಜನೆಯು. ಕೋರ್ಟಿಗೆ ಹೋಗುವ ಮೊದಲು ಸಮಿತಿಯು ಶಾಲೆಗೆ ದಾಖಲಾಗುವ ಮಕ್ಕಳ ಸಂಖ್ಯೆಯನ್ನು ನೋಡಬೇಕು. ಒಂದು ಕಡೆ ಶಾಲೆಯ ಮಕ್ಕಳ ಸಂಖ್ಯೆ ಕಡಿಮೆಯಾಗಿ ಅದು ಬೇರೆ ಕಡೆಗೆ ವರ್ಗಾಯಿಸುವ ಮಟ್ಟಕ್ಕೆ ಬಂದಿತ್ತು. ಈ ಕೊರತೆಗೆ ಕಾರಣ ಶಾಲಾ ಸಮಿತಿಯು ಎಂಬುದು ಗೊತ್ತಾಯಿತು. ದಾಖಲಾಗದವರ ಕಡೆ ದೃಷ್ಟಿ ನೀಡಿದಂತೆಯೇ ಗೈರು ಹಾಜರಿಯತ್ತಲೂ ಗಮನ ಕೊಡುವುದು ಅತ್ಯವಶ್ಯಕ

ವಾಗಿದೆ. ಕೇವಲ ಟೀಕೆ ಟಿಪ್ಪಣಿ ಆರೋಪಣೆಯಿಂದ ಯಾವ ಪುರುಷಾರ್ಥವೂ ಆಗದು. ಮೊದಲು ನಮ್ಮನ್ನು ನಾವು ಸುಧಾರಿಸಿಕೊಂಡರೆ ಉಳಿದದ್ದು ತನ್ನಷ್ಟಕ್ಕೆ ತಾನೇ ಸರಿಯಾಗುತ್ತದೆ. ಶಾಲೆಗೆ ಹೋಗುವ ಮಗುವಿಗೆ ಅವಶ್ಯಕ ವಾದ ಸಲಕರಣೆಗಳನ್ನು ಒದಗಿಸಿ ಕೊಟ್ಟ ನಂತರ ಮನೆಯ ಕೆಲಸದ ಪ್ರಸ್ತಾಪವು ಮನೆಯ ಕೆಲಸದ ನೆಪವನ್ನು ಕೊಟ್ಟು ಶಾಲೆಗೆ ಮಕ್ಕಳನ್ನು ಕಳುಹಿಸದಿರುವಂತಹವರು, ಶಾಲೆಗೆ ಮಕ್ಕಳನ್ನು ಕಳುಹಿಸಿ ಬಿಡುವಿನ ವೇಳೆಯಲ್ಲಿ ಮನೆ ಕೆಲಸವನ್ನು ಮಾಡಿಸುವಂತೆ ತಿಳುವಳಿಕೆಯನ್ನು ಕೊಡ ಬೇಕು. ಶಾಲಾ ಕಟ್ಟಡ, ಆಟದ ಬಯಲೂ ಶಾಲಾ ಸಲಕರಣೆಗಳು, ಪಾಠೋಪಕರಣಗಳೂ ಉಪಾಹಾರ ವ್ಯವಸ್ಥೆ, ಬಡಮಕ್ಕಳಿಗೆ ಸಹಾಯಾದಿ ವಿಚಾರಗಳು ಶಾಲಾಭಿವೃದ್ಧಿ ಸಮಿತಿಗೆ ಸಂಬಂಧಿಸಿವೆ. ಶಾಲಾ ಕೋರ್ಟು ಶಾಲೆಯ ಅಭಿವೃದ್ಧಿಗಾಗಿಯೇ ಇದೆ. ಅದು ಯಾರ ಮೇಲಿನ ಸೇಡನ್ನು ತೀರಿಸಿಕೊಳ್ಳಲು ನಿರ್ಮಾಣವಾಗಿಲ್ಲ. ನಮ್ಮ ನಮ್ಮ ದೋಷವನ್ನು ನಾವೇ ಪರಿಹರಿಸಿಕೊಳ್ಳಲು ಏರ್ಪಾಡಾಗಿರುವ ಒಂದು ಕ್ರಮವು ಇದಾಗಿದೆ. ಜೀವ ದೇವರಿರುವ ಶಾಲೆಯಲ್ಲಿ ಪಕ್ಷಪಾತವಿರಬಾರದು, ಜಾತಿಯಂತರವಿರಬಾರದು, ಲಿಂಗಭೇದವಿರಬಾರದು, ಗುಂಪಿನ ವಾದವಿರಬಾರದು. ಶಾಲಾ ದೇಗುಲದಲ್ಲಿ ಸರ್ವೈಕರೀತಿಯು ಸಕಲರಿಗೂ ಸಿಕ್ಕುತ್ತದೆ. ಶಾಲಾ ಕೆಲಸವು ಸಮರ್ಪಕವಾಗಿ ಸಾಗಬೇಕಾದರೆ ಉಪಾಧ್ಯಾಯರು ಅದೇ ಊರಿನಲ್ಲಿಯೇ ನೆಲಸಬೇಕು. ಅದಕ್ಕಾಗಿ ನಿಮ್ಮವನೇ ಆದ ಉಪಾಧ್ಯಾಯ ರಿಗೆ ಅಲ್ಲಿಯೇ ನೆಲಸಲು ವಸತಿ ಸೌಕರ್ಯವನ್ನು ಕಲ್ಪಿಸಿ ಕೊಡಬೇಕು. ಅಲ್ಲಿಯೇ ಇದ್ದು ಕೆಲಸ ಮಾಡುವ ಉಪಾಧ್ಯಾಯರಿಗೆ ಜನರ ಸಂಪರ್ಕವು ಸಲೀಸಾಗಿ ಸಿಕ್ಕಿ ಕಾರ್ಯವು ಸುಸೂತ್ರವಾಗಿ ಸಾಗುವಂತಾಗುತ್ತದೆ. ಶಾಲೆಯು ಬರಿಯ ಓದುಬರಹವನ್ನು ಕಲಿಸುವ ಸ್ಥಳವಲ್ಲ. ಅದು ಇಡೀ ಜೀವನವನ್ನು ನಿರ್ಮಿಸುವ ಕುಶಲ ಯಂತ್ರಾ ಗಾರ.

“ಗ್ರಾಮ ಶಾಲೆಯು ಗ್ರಾಮ ಜೀವನ ಸಂಸ್ಕರಣ ಸಾಧನ. ಗ್ರಾಮೋಪಾಧ್ಯಾಯರು ಗ್ರಾಮ ಜೀವನದ ಜ್ಞಾನಮೂರ್ತಿಯು.”

—ಎಫ್. ಎಲ್. ಪ್ರಿಯನ್.

ಈ ಬಗೆಯಾಗಿ ಸ್ವಾವಲಂಬನ ಸೂತ್ರದಿಂದ ಸಮಿತಿಯು ಸಾಗಿದರೆ ಸಿದ್ಧಿಯು ಆಗಿಯೇ ಆಗುತ್ತದೆ. ಕೇವಲ ಸರ್ಕಾರವನ್ನೇ ನಂಬಿ ನೆಚ್ಚಿ ಕುಳಿತಿರುವ ಕಾಲವು ಕಳೆದು ಹೋಗಿದೆ. ಜನತಾ ಸರ್ಕಾರದಲ್ಲಿ ಜನತೆಯದೇ ಹೆಚ್ಚಿಗೆ

ಪಾತ್ರವಿರುವಾಗ ಸ್ವಾವಲಂಬನ ಕಾರ್ಯಕ್ಕೆ ಸರ್ಕಾರವು ತನ್ನ ಯಥಾವತ್ ಸಹಾಯವನ್ನು ನೀಡುತ್ತದೆ. ಪ್ರಜೆಗಳಿಗಾಗಿ, ಪ್ರಜೆಗಳಿಂದ, ಪ್ರಜೆಗಳಿಗೋಸ್ಕರ ಇರುವ ಸರ್ಕಾರದಲ್ಲಿ ಸ್ವರ್ಗ ಸೌಖ್ಯವನ್ನು ಕಾಣಬೇಕಾದರೆ ಜನತಾ ದೇಗುಲದ ಮಕ್ಕಳ ಶಿಕ್ಷಣವು ಅನಿವಾರ್ಯವಾಗಿದೆ.

ಹಳ್ಳಿಯ ಜೀವಾಳವು ಉಪಾಧ್ಯಾಯ. ಈ ಉಪಾಧ್ಯಾಯರು ಆದರ್ಶವಾಗಿರಬೇಕು, ಆಕರ್ಷಣೀಯವಾಗಿರಬೇಕು. ಮಕ್ಕಳು ತಮ್ಮ ಹಕ್ಕನ್ನು ಪೂರ್ತಾ ಪಡೆದು ಸಫಲರಾಗುವಂತೆ ಮಾಡುವುದು ರಾಷ್ಟ್ರೀಯ ಶಿಲ್ಪಿಗಳಾದ ಉಪಾಧ್ಯಾಯರ ಮೇಲೆ ಬಿದ್ದಿದೆ. ರಾಷ್ಟ್ರದ ಯೋಜನೆಯ ಸಾಧನೆ ಉಪಾಧ್ಯಾಯರ ಉತ್ಸಾಹಿತ ಕಾರ್ಯದಿಂದಾಗಿದೆ. ತಮ್ಮ ಸೇವೆಯು ಇತರೆ ಗೊಂದಲ ಗೋಜಿಗೆ ಸಿಗದಿರಲಿ. ಸಂಬಳ ಸಾರಿಗೆಯ ವ್ಯಾಜದಿಂದ ಸಾಂಸಾರಿಕ ತಾಪತ್ರಯ ದೃಷ್ಟಿಯಿಂದ ಮಕ್ಕಳ ಸೇವೆಯನ್ನು ಉದಾಸೀನ ಮಾಡುವುದು ಶ್ರೇಯಸ್ಕರವಲ್ಲ. ಇಂದಿನ ಎಳೆಯರೇ ಮುಂದಿನ ಪ್ರಜೆಗಳು. ಈ ಎಳೆಯರನ್ನು ಉತ್ತಮರೀತಿಯಲ್ಲಿ ಶಿಕ್ಷಣ ಕೊಟ್ಟು ಮುಂದಿನ ಯೋಗ್ಯ ಪ್ರಜೆಯಾಗುವಂತೆ ಮಾಡುವ ಮಹತ್ತರವಾದ ಜವಾಬ್ದಾರಿಯು ಉಪಾಧ್ಯಾಯರ ಮೇಲೆ ಬಿದ್ದಿದೆ. ವೈದ್ಯನು ಅಲಕ್ಷಿಸಿದರೆ ವ್ಯಕ್ತಿಯೊಬ್ಬನ ವಿನಾಶ, ಉಪಾಧ್ಯಾಯನು ಅಲಕ್ಷಿಸಿದರೆ ಜನಾಂಗವೊಂದರ ಆಳವು. ಈ ಲೋಕಸೇವೆಯ ಮಹಾಭಾಗ್ಯವು ದೊರಕಿರುವ ಉಪಾಧ್ಯಾಯ ಕುಲವೇ ಅದೃಷ್ಟಶಾಲಿಯು. ಉತ್ತಮ ನಾಗರಿಕರು ಉಪಾಧ್ಯಾಯರ ಕುಲಮೆಯಲ್ಲಿ ಆವಿರ್ಭವಿಸುತ್ತಾರೆ. ವಿದ್ಯೆಯೇ ನಾಗರಿಕತೆಗೆ ಕಾರಣ, “ನಾಗರಿಕ ಜೀವನಕ್ಕೆ ಮೂಲಾಧಾರ ಸದ್ವಿದ್ಯೆಯು.” ಇದನ್ನರಿತು ಕಾರ್ಯ ಮಾಡುವ ತಮ್ಮ ಹೊಣೆಯು ಹಿರಿದಾಗಿರುತ್ತದೆ. ಹಸಿದ ಹೊಟ್ಟೆಯ ಉಪಾಧ್ಯಾಯನು ಉಪಾಧಿಯಾಗುತ್ತಾನೆ. ಹಸಿದ ಉಪಾಧ್ಯಾಯನ ಬವಣೆ ಸರ್ವವಿಧಿತವಾಗಿದೆ; ಆದರೆ ಭವ್ಯಭಾರತ ನಿರ್ಮಾಣ ದೃಷ್ಟಿಯಿಂದ ಕಷ್ಟವನ್ನೂ ಸಹಿಸಬೇಕಾಗುತ್ತದೆ. ಕರ್ಮಕುಶಲಿಯೇ ಯೋಗಿಯು ಎಂಬ ಗೀತಾವಾಣಿಯ ಅನುಷ್ಠಾನವು ಉಪಾಧ್ಯಾಯರಾದ ತಮ್ಮಲ್ಲಿ ಆಡಗಿರುವುದು ವಿಶೇಷಕರ ಸಂಗತಿಯಾಗಿದೆ. ಇದು ದೊರಕಿರುವುದು ಪೂರ್ವಪುಣ್ಯವೇ ಸರಿಯು. ಮಕ್ಕಳು ಶಾಲೆಗೆ ಬರುವುದಿಲ್ಲ; ಪೋಷಕರು ಕಳುಹಿಸುವುದಿಲ್ಲ ಎಂದು ಮುಂತಾಗಿ ನೆನಪನ್ನು ಹೇಳಿ ಮಕ್ಕಳಿಗೆ ಮೋಸಮಾಡುವುದು ಪಾಪಕರವೂ, ರಾಷ್ಟ್ರದ್ರೋಹಕರವೂ ಆಗುತ್ತದೆ. ಅಧಿಕಾರಿಗಳು ಇಲ್ಲವೇ

ಮುಂದಾಳುಗಳ ಸ್ತುತಿ ಪಾಠಕರಾಗಿ ಸಾಗುತ್ತ ಮಕ್ಕಳಿಗೆ ವಂಚನೆ ಮಾಡುವುದು ಅಷಮ್ಯ ಅಪರಾಧವಾಗುತ್ತದೆ. ಕೇವಲ ಗಾಣದತ್ತಿನ ಕೆಲಸದಿಂದ ಮಕ್ಕಳಿಗೆ ಆಕರ್ಷಣೆಯು ಸಿಗದು. ಕೇವಲ ತಿಂಡಿ ತೀರ್ಥದಿಂದ ಮಕ್ಕಳಿಗೆ ಆಕರ್ಷಣೆಯು ದೊರಕದು; ನಿಮ್ಮ ನಿಮ್ಮ ಕಾರ್ಯ ಕೌಶಲ್ಯದಿಂದ, ವ್ಯವಸ್ಥಾ ಚಾತುರ್ಯದಿಂದ ಇದು ದೊರಕುತ್ತದೆ. ಆಟವಾಡಿಸಿ ಮಕ್ಕಳ ಮನಸ್ಸನ್ನು ಹಗುರಗೊಳಿಸಿ, ಹಾಡುಹೇಳಿ ಹರ್ಷದಾಯಕರನ್ನಾಗಿ ಮಾಡಿ ಕಥೆಯ ಮೂಲಕ ಕಲಿಯುವಿಕೆಗೆ ಆಸಕ್ತಿಯನ್ನು ಅರಳಿಸಿ. ಎಲ್ಲ ಮಕ್ಕಳಲ್ಲಿಯೂ ಏಕತೆರನ ಪ್ರೀತಿಯು ಪ್ರವಹಿಸಲಿ. ಆಯಾಯ ಮಟ್ಟದ ಮಕ್ಕಳ ಬುದ್ಧಿಗನುಸಾರವಾಗಿ ತಿಳವನ್ನು ಕೊಟ್ಟು ಶಾಲೆಯ ಗುರಿಯನ್ನು ಸಾಧಿಸಿ. ನಾನು ಕಲಿತವನು, ಹಳ್ಳಿಯವನು ಕಲಿಯದವನು ಎಂಬ ಭಾವನೆಯ ಬೇರನ್ನು ಕೆತ್ತೊಗೆಯಿರಿ. ಹಳ್ಳಿಗನು ನಮ್ಮ ಮನೆಯವನು ಎಂಬ ಭಾವನೆಯಿಂದ ಸಾಗಿದರೆ ಗ್ರಾಮಸ್ಥರ ಸಂಪರ್ಕವು ಸಮರ್ಪಕವಾಗಿ ದೊರೆತು ಆ ಸಹಕಾರ ಸೇತುಬಂಧನದಿಂದ ಶಾಲಾ ಕಾರ್ಯಕ್ಕೆ ಅನುಕೂಲ ಸಿಂಧುವು ಸಿಕ್ಕುತ್ತದೆ. ಕೇವಲ ಕಾನೂನನ್ನೇ ಕಣ್ಣುಚ್ಚಿ ಕೊಂಡು ಕಾಪಾಡಲು ಕೈಹಾಕದೆ ಪ್ರಗತಿಯ ದೃಷ್ಟಿಯಿಂದ ಕಾರ್ಯಮಾಡುವುದು ಸೂಕ್ತವಾಗಿರುತ್ತದೆ. ಸನ್ನಿವೇಶಕ್ಕೆ ಹೊಂದಿಕೊಂಡು ಕಾಲಧರ್ಮ ವೀಣೆಯನ್ನು ಮಿಡಿಸಿ ರೈತರನ್ನೂ, ರೈತರ ಮಕ್ಕಳನ್ನೂ ಸುಧಾರಿಸುವ ಮಹತ್ತರ ಹೊಣೆಯು ಉಪಾಧ್ಯಾಯರ ಮೇಲೆ ಬಿದ್ದಿದೆ. ಹೆಚ್ಚೆಚ್ಚೊತ್ತವ ರೈತನನ್ನು ಪಡೆದಿರುವ ದೌರ್ಭಾಗ್ಯವನ್ನು ದೂರಮಾಡಿದ ಹೊರತು ಗತ್ಯಂತರವಿಲ್ಲ. ಹತ್ತಾರು ಯೋಜನೆಗಳು ಬರುತ್ತವೆ, ಹೋಗುತ್ತವೆ, ರೈತರಿಗೆ ರಾಷ್ಟ್ರಕ್ಕೆ ಅನೇಕ ಬಗೆಯಲ್ಲಿ ಸಹಾಯವು ಸಿಕ್ಕುತ್ತದೆ. ಅದರ ತಿಳವನ್ನು ಕೊಡುವ ಗುರುಗಳಾದ ತಮ್ಮೆಲ್ಲರ ಘನತರವಾದ ಜವಾಬ್ದಾರಿಯು ತನ್ನ ಪಾತ್ರವನ್ನು ಪರಿಪೂರ್ಣ ಮಾಡಿದರೆ ಮಾತ್ರ ಇದೆಲ್ಲವೂ ಸಾರ್ಥಕವಾಗುತ್ತದೆ. ವಿಜ್ಞಾನಯುಗದಲ್ಲಿ ಮುಂದೆ ಸಾಗಿದ ಜಗತ್ತಿನ ಜೊತೆಯಲ್ಲಿ ಉಪಾಧ್ಯಾಯರಾದ ತಾವು ಮುಂದುವರಿದು ಭವ್ಯಭಾರತದ ನಿರ್ಮಾಣಕ್ಕೆ ಕಾರಣಭೂತರಾಗಬೇಕಾದರೆ ಕಡ್ಡಾಯ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಸರ್ವತೋಮುಖ ಸಾಧನೆಯು ಅನಿವಾರ್ಯವಾಗಿದೆ.

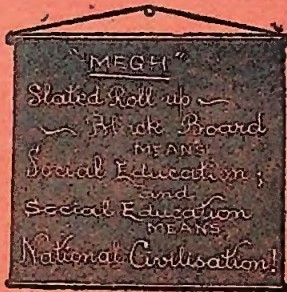
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